

DRDP *access* mini-measures kit

Double-Sided ASSEMBLY INSTRUCTIONS

■ PRINT CARDS

mini-measures **Double-Sided** cards are designed to print duplex on card-stock.

This version is designed for color printing on a printer that supports automatic or manual duplex printing. See your printer manual for help or use our single-sided kit with labels.

To print in black and white, please use one of the "BW" versions of the kit for best readability.



Important: printer settings must have "Page Scaling" set to "None".

✂ CAREFULLY CUT CARD PAGES ON DASHED LINES

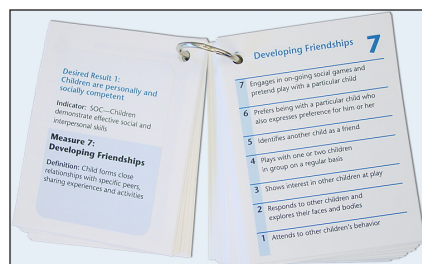
A paper cutter can make cutting much faster.

Collate **Measure** cards in numeric order with **Desired Result** divider cards in front of each color group (ie. blue divider card in front of blue Measures, orange divider card in front of orange Measures, etc.).

● PUNCH DOTS WITH A HOLE PUNCH

○ BIND CARDS WITH A KEY RING

Also called "book rings". Use one that is at least 1".



Measure Definitions (left) are on the backs of Measure cards (right) so that they are on facing pages.

Kit contents:

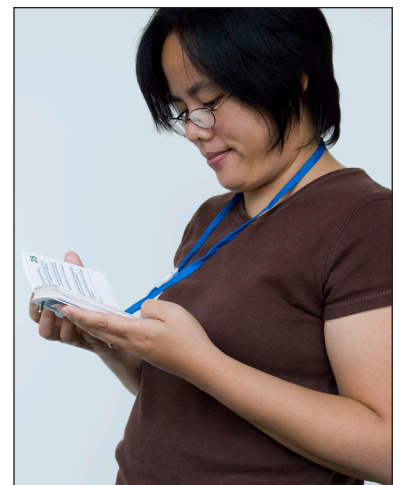
1 page of instructions, 10 double-sided pages of Measure cards, and an optional page of child anecdotal note cards.

Supplies needed:

- 12 sheets of card-stock paper
- Scissors or a paper cutter to cut the cards
- A hole punch to punch each card
- A key ring to keep the cards together

Optional accessories:

A neck band or key chain to hook to the key ring for easy access.



Use a neck band for easy access to the **mini-measures** or store them in apron pocket, on a belt hook or key chain.



•
Date: _____
Child: _____
Notes: _____

Measure: _____

If you choose to print the optional notes page (page 12), print as many copies as you need for your assessments.

This page is intentionally left blank.

DRDP *access* mini-measures

■ print on card stock ✂ cut on dashed lines

● punch on dot ○ bind with key ring

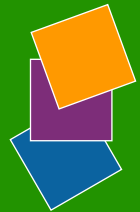
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**Desired Results *access***

DRDP *access* mini-measures

Measures from the Desired Results
Developmental Profile *access*





These mini-measures belong to



● **DRDP *access*** is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes Desired Results, Indicators, Measures, Definitions, and Developmental Levels.



● **Desired Results**

-  **DR1: Children are Personally & Socially Competent**
-  **DR2: Children are Effective Learners**
-  **DR3: Children Show Physical & Motor Competence**
-  **DR4: Children are Safe & Healthy**

● **mini-measures** are a pocket sized profile designed to support a quick reference guide to the Developmental Levels of the DRDP *access*.



● **Desired Result 1:**
Children are personally & socially competent

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

Indicator: SELF—Children
show self-awareness and a
positive self-concept

Measure 1:
Identity of Self

Definition: Child shows increasing
awareness that self is distinct from
and also connected to others

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● Identity of Self 1

- 8 Accurately compares self to others
- 7 Describes self or others in terms of preferences
- 6 Describes self or others in terms of basic physical characteristics
- 5 Expresses ideas about self and his or her connection to other people and things
- 4 Communicates own name and names of familiar people and things
- 3 Recognizes self, familiar people, and familiar things
- 2 Uses senses to explore self and others
- 1 Attends to adult

● Self-Expression 3

- 8 Begins to understand that he/she can feel more than one way about something ("mixed or opposite feelings")
- 7 Identifies own and other's feelings; understands that own feelings might be different than someone else's
- 6 Expresses ways to take care of feelings
- 5 Labels own feelings
- 4 Asserts self by expressing needs, feelings, or desires through simple actions
- 3 Expresses self by repeating actions that have an effect
- 2 Responds to people or things in the environment through actions or sounds
- 1 Moves or vocalizes

● Interactions with Adults 5

- 5 Interacts with adult to solve problems, make plans, or communicate about past experiences or new ideas
- 4 Interacts with adult in a coordinated way by playing simple games, playing with objects, or fully participating in routines
- 3 Tries to participate with adult in parts of simple familiar games, songs, finger plays, or routines by doing one or two actions
- 2 Responds and pays attention to adult, and gives cues to adult to interact
- 1 Reacts to adult's behavior

● Recognition of Own Skills and Accomplishments 2

- 8 Characterizes self positively in terms of generalized ability or skills
- 7 Characterizes self positively in terms of specific skills involved in doing a task
- 6 Seeks adult's attention ahead of time in order to demonstrate abilities
- 5 Characterizes self positively in terms of specific activity that he or she is doing
- 4 Shows interest and/or pleasure when someone reacts to own activity or accomplishment
- 3 Persists in trying to do things even if faced with difficulty
- 2 Shows pleasure while repeating simple actions
- 1 Continues simple behavior until needs are met

● Expressions of Empathy 4

- 7 Shows concern for the future welfare of others
- 6 Uses words or actions to demonstrate concern for what others are feeling
- 5 Accurately labels own feelings, as well as those of others
- 4 Offers to comfort someone showing distress
- 3 Shows concern when others are unhappy or upset
- 2 Responds based on others' expressions of emotions
- 1 Shows awareness of others

● Relationships with Familiar Adults 6

- 7 Works cooperatively with adult to plan and organize activities and to solve problems
- 6 Relates regularly to familiar adult to share ideas, experiences, feelings, and plans
- 5 Seeks familiar adult to get needs met
- 4 Seeks to maintain contact with familiar adult through eye contact, vocalizations, or physically
- 3 Shows anxiety over separation from familiar adults
- 2 Responds to actions or facial expressions of familiar adult
- 1 Attends to familiar adult's face and voice

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Desired Result 1:
Children are personally
and socially competent

Indicator: SELF—Children
show self-awareness and a
positive self-concept

Measure 2: Recognition of Own Skills and Accomplishments

Definition: Child evaluates
and takes pleasure in own
ability to perform skillfully

Desired Result 1:
Children are personally
and socially competent

Indicator: SOC—Children
demonstrate effective social
and interpersonal skills

Measure 4: Expressions of Empathy

Definition: Child shows
awareness of other's feelings
and responds to expressions of
feelings by others in ways that
are increasingly appropriate
to the other person's needs

Desired Result 1:
Children are personally
and socially competent

Indicator: SOC—Children
demonstrate effective social
and interpersonal skills

Measure 6: Relationships with Familiar Adults

Definition: Child forms close
relationships or attachments
with familiar adults

Desired Result 1:
Children are personally
and socially competent

Indicator: SELF—Children
show self-awareness and
a positive self-concept

Measure 3: Self-Expression

Definition: Child explores own
action, makes presence known in
social situations, and outwardly
expresses feelings to others

Desired Result 1:
Children are personally
and socially competent

Indicator: SOC—Children
demonstrate effective social
and interpersonal skills

Measure 5: Interactions with Adults

Definition: Child interacts
effectively with both familiar
and somewhat familiar adults

Desired Result 1:
Children are personally
and socially competent

Indicator: SOC—Children
demonstrate effective social
and interpersonal skills

Measure 7: Developing Friendships

Definition: Child forms close
relationships with specific peers,
sharing experiences and activities

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● Developing Friendships 7

- Engages in on-going social games and pretend play with a particular child
- Prefers being with a particular child who also expresses preference for him or her
- Identifies another child as a friend
- Plays with one or two children in group on a regular basis
- Shows interest in other children at play
- Responds to other children and explores their faces and bodies
- Attends to other children's behavior

● Conflict Negotiation 9

- Suggests simple solutions based on classroom rules
- Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs
- Starts to use appropriate words and actions to express own desire and, when needed, seeks adult help to resolve a conflict
- Responds to adult guidance in negotiating conflict
- Asserts self, using facial expressions, words, or actions in conflict situations, but needs adult to resolve conflict
- Not yet

● Impulse Control 11

- Is increasingly able to use a variety of strategies to regulate own behavior and get needs or wants met in socially appropriate ways
- Uses simple routines, follows rules, or takes action ahead of time to cope with not being able to get needs or wants met immediately
- Can follow simple social rules and routines to refrain from acting impulsively but sometimes needs adult guidance and support
- Accepts active adult guidance and support to stop self from acting impulsively on desires or needs
- Can cope for a short period of time when needs or wants are not met immediately
- Takes immediate action to get needs or wants met without considering impact on others or self
- Responds to a specific kind of internal or external stimulation using a variety of behaviors
- Reacts to internal and external stimulation with simple behaviors

● Building Cooperative Play with Other Children 8

- Participates in games with rules
- Leads or participates in planning cooperative play with other children
- Engages with another child or children in play involving a common idea or purpose
- Interacts with other children side-by-side as they play with similar materials
- Plays near other children with similar materials, but usually does not interact with them
- Responds to other children or their behavior
- Attends to other children

● Awareness of Diversity 10

- Adapts to other's needs (notion of justice and inclusion)
- Identifies differences and similarities between self and others
- Notifies, asks questions or makes comments about people's characteristics or behavior
- Explores different ways to put characteristics or actions of others into categories, sometimes incorrectly
- Imitates behaviors or actions of familiar people
- Notifies the difference between familiar and unfamiliar
- Attends to people, events, or objects

● Seeking Other's Help to Regulate Self 12

- Requests adult's help ahead of time in order to get needs met
- Communicates specific physical or emotional needs to adult
- Goes or signals to adult when needing comfort or help
- Gives simple cues to adult about physical and emotional needs
- Reacts to internal and external sensations

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Desired Result 1:
Children are personally
and socially competent

Indicator: SOC—Children
demonstrate effective social
and interpersonal skills

Measure 8: Building Cooperative Play with Other Children

Definition: Child interacts with
other children through play that
becomes increasingly cooperative
and towards a shared purpose

Desired Result 1:
Children are personally
and socially competent

Indicator: SOC—Children
demonstrate effective social
and interpersonal skills

Measure 10: Awareness of Diversity

Definition: Child acknowledges
and responds to similarities and
differences between self and others,
and learns to appreciate the value of
each person in diverse communities

Desired Result 1:
Children are personally
and socially competent

Indicator: REG—Children
demonstrate effective self-
regulation in their behavior

Measure 12: Seeking Other's Help to Regulate Self

Definition: Child seeks assistance
from other people to manage needs

Desired Result 1:
Children are personally
and socially competent

Indicator: SOC—Children
demonstrate effective social
and interpersonal skills

Measure 9: Conflict Negotiation

Definition: Child learns how
to understand the needs of
other children and to negotiate
constructively within the constraints
of social rules and values

Desired Result 1:
Children are personally
and socially competent

Indicator: REG—Children
demonstrate effective self-
regulation in their behavior

Measure 11: Impulse Control

Definition: Child develops
strategies for regulating
responses in increasingly
socially appropriate ways

Desired Result 1:
Children are personally
and socially competent

Indicator: REG—Children
demonstrate effective self-
regulation in their behavior

Measure 13: Responsiveness to Other's Support

Definition: Child is responsive
to other's assistance
with self-regulation

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● Responsiveness to Language 17

- 9 Carries out a request that has three related steps that are about a new and unfamiliar situation
- 8 Carries out three-step instructions that are part of a familiar routine
- 7 Carries out requests, comments, or questions that refer to actions that will happen at a later time
- 6 Carries out one- and two-step instructions about unfamiliar routines or unrelated events
- 5 Carries out instructions about familiar routines
- 4 Responds to simple requests, comments, or questions that refer to routines or to the present situation
- 3 Responds to a few familiar words or familiar gestures
- 2 Responds to familiar adult's voice or gestures
- 1 Reacts to voices, sounds or gestures

● Taking Turns 15

- 8 Routinely proposes turn-taking as a solution to conflicts about use of materials and equipment
- 7 Demonstrates knowledge of turn-taking rules and procedures and abides by them most of the time
- 6 Uses adult-structured turn-taking procedures (including rules and/or cues)
- 5 Follows adult's request to wait for turn
- 4 Needs adult's direction and support to wait for turn or to give another child a turn
- 0 Not yet

● Responsiveness to Other's Support 13

- 5 Uses adult's past guidance to regulate own emotions and behavior in the present
- 4 Follows adult's guidance to regulate own emotions and behavior
- 3 Regulates self when adult establishes visual or verbal contact, moves close, or offers special comforting object
- 2 Attends to adult when comforted
- 1 Settles down when comforted by adult

● Expresses Self Through Language 18

- 9 Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict
- 8 Uses increasingly varied and grammatically complex sentences
- 7 Uses simple phrases and sentences, applying simple grammatical rules
- 6 Combines words into phrases or sentences to express needs, feelings, and interests
- 5 Communicates using increasing numbers of two word combinations
- 4 Uses an increasing number of simple words to communicate
- 3 Has a few word approximations or gestures that communicate
- 2 Responds to environment through gestures, sounds, or facial expressions
- 1 Makes sounds spontaneously

● Language Comprehension 16

- 9 Comprehends language that describes past or future events and language that describes how and why things happen
- 8 Comprehends language that describes abstract concepts such as location or comparison
- 7 Comprehends simple pronouns and possessives used to refer to things in the environment
- 6 Comprehends the meaning of simple sentences
- 5 Comprehends an increasing number of words including words used to refer to things that are not present
- 4 Recognizes words that are used frequently in routines to name things or actions
- 3 Recognizes a few familiar words that the adult says or a few familiar gestures the adult makes in context
- 2 Responds to familiar adult's voice or gestures
- 1 Reacts to voices, sounds or gestures

● Self-Comforting 14

- 5 Anticipates need for comfort and prepares self for changes in routine
- 4 Chooses to comfort self in one or more ways that fit with the situation
- 3 Comforts self by seeking either a familiar person or a special object
- 2 Uses simple responses to comfort self
- 1 Responds reflexively to aversive stimulation or distress

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Desired Result 1:
Children are personally
and socially competent

Indicator: REG—Children
demonstrate effective self-
regulation in their behavior

Measure 14: Self-Comforting

Definition: Child comforts self in
response to distress from either
internal or external stimulation

Desired Result 1:
Children are personally
and socially competent

Indicator: LANG—Children
show growing abilities in
communication and language

Measure 16: Language Comprehension

Definition: Child receives,
understands, and responds to oral
language that uses increasingly
complex words, phrases, and ideas

Desired Result 1:
Children are personally
and socially competent

Indicator: LANG—Children
show growing abilities in
communication and language

Measure 18: Expresses Self Through Language

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

Desired Result 1:
Children are personally
and socially competent

Indicator: REG—Children
demonstrate effective self-
regulation in their behavior

Measure 15: Taking Turns

Definition: Child develops
increased understanding of taking
turns and begins to propose
strategies for taking turns

Desired Result 1:
Children are personally
and socially competent

Indicator: LANG—Children
show growing abilities in
communication and language

Measure 17: Responsiveness to Language

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

Desired Result 1:
Children are personally
and socially competent

Indicator: LANG—Children
show growing abilities in
communication and language

Measure 19: Uses Language in Conversation

Definition: Child engages in
increasingly extended conversations
following the appropriate
social use of language

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● Uses Language in Conversation 19

9	Has extended conversations that include discussions of emotions, ideas, and information obtained from the other person
8	Maintains conversations about real or imaginary experiences
7	Uses language appropriately for a variety of purposes
6	Engages in simple conversations with adult that involve several related ideas
5	Introduces one or two related ideas in back-and-forth communication with adult
4	Engages in back-and-forth naming with adult using familiar single words
3	Engages in back-and-forth communication with adult using vocalizations, gestures, or facial expressions
2	Responds to adult's voice or facial expressions during interaction
1	Reacts to sounds or gestures

● Curiosity and Initiative 20

8	Carries out a plan to test a hypothesis, thought, or idea
7	Uses a variety of strategies to obtain additional information related to activities of interest
6	Puts materials or objects together in new ways to learn what will result or to create something
5	Expresses interest in new activities or materials by watching intently or by asking questions
4	Performs simple actions in the environment to experiment with how things work
3	Actively explores things in the environment
2	Notifies new people, objects, or sounds
1	Orients to things in the environment

● Memory 22

8	Communicates memories about a sequence of related events that happened in the past
7	Communicates memories about an infrequent event that happened in the past
6	Communicates one or two key details about familiar people, surroundings, things, or events that were experienced at an earlier time
5	Actions demonstrate memory of simple routines
4	Looks for objects or people in familiar places
3	Shows awareness that familiar people or things still exist when they are not physically present
2	Attends to people, things, and their features
1	Orients to auditory, visual, or tactile stimuli

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

● Attention Maintenance and Persistence 21

8	Continues with long-term activities, returning to them over several days or more
7	Usually works through difficulties encountered in activities
6	Continues activities on own even in a distracting environment
5	Attends to more than one thing at the same time
4	Maintains attention for a short time
3	Pays attention to things of interest, but may be easily distracted
2	Responds in different ways, depending on the situation
1	Reacts to external events by change in state or attention

● Cause and Effect 23

8	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)
7	Shows understanding of familiar cause and effect through language or action
6	Anticipates that a routine action will have a specific result
5	Experiments with objects or actions in novel ways to find out what will happen
4	Searches for possible causes of actions, events, or behaviors (physical searching not mental)
3	Tries out behaviors in own repertoire to cause things to happen
2	Repeats actions that have an effect
1	Shows anticipatory excitement

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Desired Result 2: Children are effective learners

Indicator: LRN—Children show interest, motivation, and persistence in their approaches to learning

Measure 21: Attention Maintenance and Persistence

Definition: Child persists in attending, mastering, and understanding and activity of his/her choice in the face of difficulty or challenge

Desired Result 2: Children are effective learners

Indicator: COG—Children show cognitive competence and problem solving skills through play and daily activities

Measure 23: Cause and Effect

Definition: Child shows understanding of the connection between cause and effect

Desired Result 2: Children are effective learners

Indicator: LRN—Children show interest, motivation, and persistence in their approaches to learning

Measure 20: Curiosity and Initiative

Definition: Child pursues knowledge or understanding of new materials or activities

Desired Result 2: Children are effective learners

Indicator: COG—Children show cognitive competence and problem solving skills through play and daily activities

Measure 22: Memory

Definition: Child stores, retrieves, and uses information about both familiar and unfamiliar events, past experiences, people, and things

Desired Result 2: Children are effective learners

Indicator: COG—Children show cognitive competence and problem solving skills through play and daily activities

Measure 24: Engages in Problem-Solving

Definition: Child shows increasing ability to reason logically or use strategies to solve challenging problems

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● Number Sense: Comparison of Quantity 28

- 8 Can compare and order numbers in the counting sequence up to 5 or more
- 7 Counts to compare two groups of five or more objects using words such as "more," "same number," and "fewer/less"
- 6 Uses one-to-one correspondence to compare the numbers of objects in two groups
- 5 Communicates which of two very small groups (1 to 4 objects) is bigger when the groups differ by one
- 4 Communicates which of two groups is bigger when the groups are obviously different in number
- 3 Uses one-to-one correspondence to put associated or similar objects together, but not to compare number
- 2 Recognizes that groups of objects can have different amounts
- 1 Alternates attention between objects for brief periods of time

● Number Sense: Understands Quantity and Counting 26

- 8 Knows that written numerals represent "how many" in a group
- 7 Counts up to 10 (or more) items correctly to find out "how many" in a group or to produce a given number
- 6 Counts up to 5 objects correctly and knows that the last object counted is the total number of objects
- 5 Knows numbers in the correct sequence to 10
- 4 Uses the number words "one" through "three" to accurately describe quantity without counting
- 3 Knows and uses simple number names in situations appropriate to number or quantity, but not always correctly
- 2 Recognizes that there are different amounts of things
- 1 Alternates attention between objects for brief periods of time

● Engages in Problem-Solving 24

- 8 Demonstrates or describes alternative strategies for solving problems
- 7 Uses familiar objects or actions in a new way to solve problems
- 6 Solves problems without trying out every possibility, while avoiding solutions that clearly won't work
- 5 Tries a strategy he or she saw someone else use to help solve a problem
- 4 Tries to solve simple problems using trial and error
- 3 Uses simple strategies to find out about people or things to reach a goal
- 2 Explores by trying to make contact with people, parts of self and things
- 1 Orients to things in the environment

● Shapes 29

- 8 Recognizes characteristics and differences of several shapes
- 7 Recognizes shapes even when they are presented in new contexts, orientations, or as part of other objects
- 6 Identifies and names several shapes in the environment (e.g. circles, squares, triangles)
- 5 Recognizes differences among shapes without naming them
- 4 Puts objects together in ways consistent with their shapes by trying a variety of solutions
- 0 Not yet

● Number Sense: Math Operations 27

- 8 Solves simple addition and subtraction story problems using objects or fingers to represent problems or by mental calculation
- 7 Communicates that adding one object or taking away one object changes the number in a group by exactly one
- 6 Uses counting of objects to solve simple addition and subtraction problems with at least 5 objects
- 5 Solves simple addition and subtraction problems (plus or minus one) with up to 2 or 3 objects
- 4 Adds one or more objects to a group to make it bigger and takes away objects to make it smaller
- 3 Takes action to obtain more or less
- 2 Manipulates objects to change the amount in a group
- 1 Actively attends to objects or events in the environment

● Object and Pretend Play 25

- 8 Organizes pretend play around an elaborate idea, negotiating roles and rules with or without props
- 7 Organizes pretend play around a simple idea using several different items to represent other items
- 6 Pretends an item represents another item or serves a different purpose
- 5 Uses miniature objects or toys that represent real-life objects in functional ways
- 4 Uses real objects functionally in play
- 3 Combines objects in play
- 2 Explores objects in different ways
- 1 Regards objects briefly

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Desired Result 2: Children are effective learners

Indicator: COG—Children show cognitive competence and problem solving skills through play and daily activities

Measure 25: Object and Pretend Play

Definition: Child uses objects to represent other objects or ideas

Desired Result 2: Children are effective learners

Indicator: MATH—Children demonstrate competence in real-life mathematical concepts

Measure 27: Number Sense: Math Operations

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

Desired Result 2: Children are effective learners

Indicator: MATH—Children demonstrate competence in real-life mathematical concepts

Measure 29: Shapes

Definition: Child shows increasing knowledge of shapes and their characteristics

Desired Result 2: Children are effective learners

Indicator: MATH—Children demonstrate competence in real-life mathematical concepts

Measure 26: Number Sense: Understands Quantity and Counting

Definition: Child uses number names to represent quantities and counts increasingly larger sets of objects

Desired Result 2: Children are effective learners

Indicator: MATH—Children demonstrate competence in real-life mathematical concepts

Measure 28: Number Sense: Comparison of Quantity

Definition: Child compares and orders simple quantities

Desired Result 2: Children are effective learners

Indicator: MATH—Children demonstrate competence in real-life mathematical concepts

Measure 30: Time

Definition: Child shows understanding of the time sequence of routines and events and uses time-related vocabulary

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30

● Time

- 8 Connects some events with specific times
- 7 Demonstrates understanding of time sequence of events, including events that take place over extended time
- 6 Knows that events can be in the past or in the future
- 5 Demonstrates understanding of before or after in familiar routines and situations
- 4 Anticipates several steps of a familiar routine
- 3 Anticipates the next step of a familiar routine based on cues in the environment
- 2 Responds to events as they happen
- 1 Follows sleep and hunger cycles

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● Measurement

- 8 Compares two objects using standard or nonstandard measures
- 7 Uses a nonstandard (or standard) unit to measure something
- 6 Orders at least three objects by size
- 5 Uses a strategy of directly comparing two objects to find out which is longer, heavier, or holds more
- 4 Understands or uses words that compare weight, length, or size of objects (e.g., taller/shorter)
- 3 Shows awareness that objects differ by properties such as length, weight, or capacity
- 2 Understands single words that refer to measurable properties such as size (big or little)
- 1 Reacts to novelty in size

34

● Interest in Literacy

- 9 Locates and requests books that relate to classroom activities and experiences
- 8 Relates content to own experience or theme
- 7 Takes an active role in reading activities and routines
- 6 Shows interest in a range of literacy activities with increasing independence
- 5 Initiates and shows interest in reading, listening to stories, imitating rhymes, and singing songs
- 4 Participates in reading, singing, or rhyming initiated by adult
- 3 Attends for short periods of time as adult reads books, sings songs, or says rhymes
- 2 Plays with books and responds to songs
- 1 Reacts to movements, patterns, gestures, and facial expressions

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● Classification and Matching

- 8 Sorts a collection of objects into two or more groups using two features at the same time
- 7 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)
- 6 Sorts a collection of objects into two or more different groups based on a particular feature (such as color)
- 5 Separates things into a group (or groups) based on a similar feature, but not always correctly
- 4 Matches two things that are the same in some way
- 3 Associates one thing or person that goes with another thing or person
- 2 Relates differently to familiar (versus unfamiliar) people and things
- 1 Reacts to people and events

33

● Patterning

- 8 Creates or extends a more complex pattern (more than two repeating elements)
- 7 Can copy, create, and extend simple patterns using different objects
- 6 Can copy and create simple repeating patterns
- 5 Attempts to copy or create simple repeating patterns
- 4 Recognizes simple repeating patterns (such as ABAB)
- 0 Not yet

35

● Concepts of Print

- 9 Understands how print is used in various ways in different print materials
- 8 Understands that print is organized into units such as letters, sounds and words
- 7 Understands the role of print in telling a story
- 6 Demonstrates emerging knowledge that symbols and print carry meaning
- 5 Understands the way books are handled and organized
- 0 Not yet

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Desired Result 2: Children are effective learners

Indicator: MATH—Children demonstrate competence in real-life mathematical concepts

Measure 31: Classification and Matching

Definition: Child shows increasing ability to compare, match, and sort objects into groups according to some common attribute

Desired Result 2: Children are effective learners

Indicator: MATH—Children demonstrate competence in real-life mathematical concepts

Measure 33: Patterning

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

Desired Result 2: Children are effective learners

Indicator: LIT—Children demonstrate emerging literacy skills

Measure 35: Concepts of Print

Definition: Child shows increasing understanding of the conventions and physical organization of printed material and that print carries meaning

Desired Result 2: Children are effective learners

Indicator: MATH—Children demonstrate competence in real-life mathematical concepts

Measure 32: Measurement

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

Desired Result 2: Children are effective learners

Indicator: LIT—Children demonstrate emerging literacy skills

Measure 34: Interest in Literacy

Definition: Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities and seeks information in written text

Desired Result 2: Children are effective learners

Indicator: LIT—Children demonstrate emerging literacy skills

Measure 36: Letter and Word Knowledge

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

36

● Letter and Word Knowledge

- 9 Knows most of the letters by sight and by name, and recognizes some familiar whole written words
- 8 Knows 10 or more letters by sight and by name, and understands that letters make up words and have corresponding sounds
- 7 Knows some letters by sight and by name, or recognizes own name in print
- 6 Recognizes simple symbols (numbers, letters, logos) in the environment
- 5 Shows understanding that a series of pictures represents a story
- 4 Shows understanding that pictures represent people and things
- 3 Shows understanding that concrete objects can represent real things
- 2 Attends to things that adult points to, shows, or talks about
- 1 Reacts to movements, patterns, gestures, and facial expressions

38

● Emerging Writing

- 9 Writes own name and simple words (mostly using correct letters)
- 8 Begins to make a few recognizable letters and knows that what is written can be read by others
- 7 Makes letter-like symbols as pretend writing to represent ideas, and attributes meaning to writing
- 6 Uses scribble-writing or pictures to represent people, things, or events
- 5 Copies marks
- 0 Not yet

37

● Phonological Awareness

- 9 Segments parts of words
- 8 Blends part of words
- 7 Identifies sounds at the beginning of words
- 6 Identifies words that rhyme
- 5 Shows awareness of words and syllables as units of sound
- 4 Engages in play with sounds in words and songs
- 3 Imitates novel sounds
- 2 Produces repetitive sounds
- 1 Reacts to sounds in the environment

39

● Comprehension of Text

- 9 Compares or predicts story events in familiar stories
- 8 Relates sequence of events of a story
- 7 Relates situations or events from a story to own experience
- 6 Asks questions or comments about stories as familiar books are read
- 5 Responds to simple questions related to a story that is being read
- 0 Not yet

Desired Result 3:
Children show physical and motor competence

40

● Movement

- 9 Participates in extended or integrated physical activities
- 8 Uses complex movement skills in active play
- 7 Uses movement skills to negotiate obstacles
- 6 Coordinates complex movements
- 5 Moves in an upright position without support (vertical movement)
- 4 Moves in an upright position using support (vertical movement)
- 3 Moves whole body using arms and legs (horizontal movement)
- 2 Makes simple movements with parts of body
- 1 Reflexes dominate movement

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Desired Result 2: Children are effective learners

Indicator: LIT—Children
demonstrate emerging literacy skills

Measure 37: Phonological Awareness

Definition: Child shows awareness of sounds that make up language, including the segmentation of sounds in words, and recognition of word rhyming and alliteration

Desired Result 2: Children are effective learners

Indicator: LIT—Children
demonstrate emerging literacy skills

Measure 39: Comprehension of Text

Definition: Child identifies details or story sequence in age appropriate text

Desired Result 3: Children show physical and motor competence

Indicator: MOT—Children
demonstrate an increased proficiency in motor skills

Measure 40: Movement

Definition: Child refines the ability to move in a coordinated way using large muscles (e.g., arms and legs)

Desired Result 2: Children are effective learners

Indicator: LIT—Children
demonstrate emerging literacy skills

Measure 38: Emerging Writing

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

Desired Result 3: Children show physical and motor competence

Indicator: MOT—Children
demonstrate an increased proficiency in motor skills

Measure 41: Balance

Definition: Child refines the ability to balance self in space

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● Balance 41

- 9 Coordinates multiple movements involving balancing
- 8 Balances while in motion
- 7 Balances well while performing difficult motions
- 6 Balances body while carrying or manipulating an object or to play with ball
- 5 Balances whole body and supports own weight while standing on two feet
- 4 Balances whole body while standing on two feet using support or on all fours
- 3 Balances support or weight of torso (head, chest, arms) while sitting
- 2 Balances body briefly
- 1 Depends on other people or objects to balance body

● Eye-Hand Coordination 43

- 9 Integrates visual and fine motor skills to complete complex tasks
- 8 Integrates visual and fine motor skills to replicate a model (i.e. structure or pattern)
- 7 Integrates visual and fine motor skills to complete simple tasks involving use of tools
- 6 Watches and coordinates the movements of both hands together to accomplish a task or do an activity
- 5 Watches and manipulates an object with one hand while stabilizing the object with the other hand
- 4 Watches and guides the movement of one arm and hand to accomplish a task
- 3 Watches while moving arm and hand toward object or person
- 2 Watches objects
- 1 Regards objects

● Personal Care Routines: Toileting and Hygiene 44

- 6 Communicates understanding of personal care routines to others
- 5 Completes personal care routines independently
- 4 Completes personal care routines with help
- 3 Participates in simple care routines
- 2 Anticipates simple caregiving routines
- 1 Reacts to personal care

● Grasp/Release and Manipulation 42

- 9 Shows increasing refinement and detail in fine motor movements requiring strength or control of fingers
- 8 Manipulates small objects requiring precise eye-hand coordination
- 7 Manipulates objects with each hand doing something different, to smoothly accomplish simple tasks
- 6 Manipulates objects with both hands together to accomplish a task or do an activity
- 5 Manipulates objects using one hand while stabilizing the object with the other hand
- 4 Picks up or holds things with fingertip(s) and thumb
- 3 Uses full hand grasp with thumb closed on fist
- 2 Uses arms and hands to interact with things in the environment
- 1 Grasp reflex

● Desired Result 4:
Children are safe
and healthy

● Personal Care Routines: Dressing 45

- 6 Dresses independently and manipulates most fasteners independently
- 5 Puts on clothing independently
- 4 Removes clothing independently
- 3 With adult assistance, removes and puts on simple, loose clothing
- 2 Assists with dressing
- 1 Cooperates in dressing

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Desired Result 3: Children show physical and motor competence

Indicator: MOT—Children demonstrate an increased proficiency in motor skills

Measure 42: Grasp/Release and Manipulate

Definition: Child uses hands to grasp, release, and manipulate objects

Desired Result 3: Children show physical and motor competence

Indicator: MOT—Children demonstrate an increased proficiency in motor skills

Measure 43: Eye-Hand Coordination

Definition: Child uses eyes and hands together to perform or accomplish a task

Desired Result 4: Children are safe and healthy

Indicator: SH—Children show an emerging awareness and practice of safe and healthy behavior

Measure 45: Personal Care Routines: Dressing

Definition: Child refines ability to dress him or herself independently

Desired Result 4: Children are safe and healthy

Indicator: SH—Children show an emerging awareness and practice of safe and healthy behavior

Measure 44: Personal Care Routines: Toileting and Hygiene

Definition: Child responds to and initiates toileting and hygiene routines that support healthy growth and help prevent the spread of infection

Desired Result 4: Children are safe and healthy

Indicator: SH—Children show an emerging awareness and practice of safe and healthy behavior

Measure 46: Personal Care Routines: Self-Feeding

Definition: Child refines ability to feed him or herself independently

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● Personal Care Routines: Self-Feeding 46

- 6 Prepares very simple snacks
- 5 Serves food or drink to self
- 4 Feeds self whole meal
- 3 Feeds self with assistance
- 2 Accepts food from a spoon
- 1 Coordinates sucking and breathing

● Understanding Healthy Lifestyle: Eating and Nutrition 48

- 6 Begins to make healthy food choices with occasional reminders from adult
- 5 Follows guidance given by adult about healthy eating choices
- 4 Eats a variety of foods
- 3 Explores new food and food textures
- 2 Accepts food
- 1 Communicates hunger

● **Not Yet** Some Measures describe behaviors that begin later in development than at birth. If you determine that the child has not yet mastered the first Developmental Level of these Measures, select the "Not Yet" rating. If the child is not at the first level for a Measure that begins at birth, select the "Unable to Rate" rating.

Unable to Rate In the rare circumstances that you find yourself Unable to Rate a measure, mark "Unable to Rate" and circle the reason why you were unable to rate the Measures (either absence or other). When possible, make additional observations if you don't have enough information.

● Personal Safety 47

- 6 Communicates understanding of safety rules to others
- 5 Applies known safety rules in a variety of situations
- 4 Usually follows simple safety rules on own
- 3 Follows simple safety rules when reminded
- 2 Seeks out adult when feeling insecure or unsafe
- 1 Responds in situations that make him or her feel unsafe

● **Mastered** A level is Mastered if the child typically demonstrates the behaviors in that level's descriptor. Behaviors are considered typical if the child demonstrates them:

- ✓ Easily and confidently
- ✓ Consistently over time
- ✓ In different settings

Emerging A child may be Emerging to the next level by showing behaviors from the next Developmental Level, but that are not yet typical or consistent.

● **Desired Results *access* Project**
A Special Project of Napa County
Office of Education

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www.draccess.org

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

Indicator: SH—Children show an emerging awareness and practice of safe and healthy behavior

Measure 47: **Personal Safety**

Definition: Child shows awareness of safety practices that minimize risk and support healthy growth

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

Indicator: SH—Children show an emerging awareness and practice of safe and healthy behavior

Measure 48: **Understanding Healthy Lifestyle: Eating and Nutrition**

Definition: Child shows awareness of eating habits that support healthy growth

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Date: _____

Child: _____

Notes: _____

Measure: _____



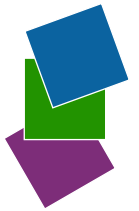
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Child: _____

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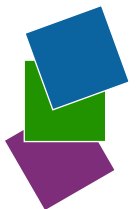
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