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

### ATL-REG 1: Attention Maintenance

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials.

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
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<tbody>
<tr>
<td>Earlier</td>
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<td>Later</td>
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<td>Middle</td>
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<td>Middle</td>
<td>Early</td>
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<td>Later</td>
<td>Earlier</td>
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</tbody>
</table>

**Attends or responds briefly to people, things, or sounds**

- Shifts attention frequently from one person or thing to another
- Maintains attention, on own or with adult support, during brief activities
- Maintains attention, with adult support, during activities that last for extended periods of time
- Maintains attention on own during activities that last for extended periods of time

**Possible Examples**

- **Responding**
  - Attends or responds briefly to people, things, or sounds
  - Shifts attention frequently from one person or thing to another

- **Exploring**
  - Maintains attention, on own or with adult support, during brief activities
  - Maintains attention, with adult support, during activities that last for extended periods of time
  - Maintains attention on own during activities that last for extended periods of time

- **Building**
  - There are no later levels for this measure

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

- **ATL-REG 1**
  - Attention Maintenance

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

#### ATL-REG 2: Self-Comforting

Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation

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**Mark the latest developmental level the child has mastered:**

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<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
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</tbody>
</table>

- **Responding**
  - Engages in behaviors that have previously worked to soothe self
  - Comforts self in different ways, based on the situation
  - Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways

- **Possible Examples**
  - Cries when hears a loud noise.
  - Closes eyes when taken into bright sunlight.
  - Brings fist to mouth and fusses when hungry.
  - Sucks thumb or fist to soothe self.
  - Cries when hears a loud noise.
  - Turns away from sensory experiences such as loud noises, bright lights, or specific textures.
  - Nuzzles face into a blanket or a familiar adult’s shoulder when unfamiliar adults approach.
  - Retrieves a familiar object, such as a blanket, to soothe self when upset.
  - Retieves a familiar object, such as a blanket, to soothe self when upset.
  - Gestures “up” to a familiar adult to be picked up when sleepy.
  - Seeks contact with a familiar adult when a toy is taken by another child.
  - Softly hums or vocalizes to self when lying down for naptime.
  - Goes to cubby and gets a photo of family when upset after a parent leaves.
  - Seeks out a cozy place to get away from active play of other children.
  - Remains seated in a small group activity while manipulating a favorite toy.
  - Asks what’s going to happen next, to get ready to transition to a new activity.
  - Requests favorite book to read with parent before the parent leaves.
  - Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor.

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

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

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

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<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Responds to facial expressions or vocalizations in basic ways</td>
<td>Imitates approximations of single simple actions or sounds when interacting with others</td>
<td>Imitates a few actions, or Repeats familiar actions or words experienced at an earlier time</td>
<td>There are no later levels for this measure</td>
</tr>
<tr>
<td>Possible Examples</td>
<td>• Makes a sound like “Mmmmm” after an adult makes the “Mmmmm” sound during feeding.</td>
<td>• Opens and shuts hands as an adult leads open-shut-them finger play.</td>
<td>• Holds a toy telephone to ear and says, “Hello.”</td>
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<tr>
<td></td>
<td>• Smiles when an adult smiles.</td>
<td>• Raises arms in the air, following an adult’s actions, during a game of “So big!”</td>
<td>• Places doll in front of a toy shopping cart and wheels it around the room, placing objects in the cart.</td>
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<td></td>
<td>• Widens eyes and raises eyebrows after observing these movements on an adult’s face during an interaction.</td>
<td>• Communicates, “Bye-bye,” and waves, after an adult communicates, “Bye-bye,” and waves.</td>
<td>• Engages in exercise movements that adults typically do.</td>
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<tr>
<td></td>
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<td>• Holds a toy telephone to ear and says, “Hello.”</td>
<td>• Communicates, “Be safe,” (using adult intonation) when friends begin to move too fast through the classroom.</td>
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<td></td>
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<td>• Places doll in front of a toy shopping cart and wheels it around the room, placing objects in the cart.</td>
<td>• Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon.</td>
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<td>• Engages in exercise movements that adults typically do.</td>
<td>• Dresses up with fancy shoes and clothes in dress-up area, and communicates, “It’s time to party.”</td>
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<td>• Wraps a teddy bear in a blanket and communicates, “Night-night.”</td>
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<td>• Communicates, “Be safe,” (using adult intonation) when friends begin to move too fast through the classroom.</td>
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<td>• Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon.</td>
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<td>• Dresses up with fancy shoes and clothes in dress-up area, and communicates, “It’s time to party.”</td>
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Mark the latest developmental level the child has mastered:

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

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</table>

There are no later levels for this measure.
### Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

#### ATL-REG 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>Certifiable</td>
<td>Certifiable</td>
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</tr>
<tr>
<td><strong>Responds to people, things, or sounds</strong></td>
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<td>Certifiable</td>
<td>Certifiable</td>
<td>Certifiable</td>
</tr>
<tr>
<td>• Orient toward a noise.</td>
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<tr>
<td>• Turns head toward a person who comes into view or begins talking.</td>
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<tr>
<td>• Looks at a mobile.</td>
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<tr>
<td><strong>Possible Examples</strong></td>
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<tr>
<td>• Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.</td>
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<tr>
<td>• Smiles when an adult begins singing a song.</td>
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<tr>
<td>• Moves arms or legs when a mobile begins moving overhead.</td>
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</table>

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

#### ATL-REG 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

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<th>Building</th>
<th>Integrating</th>
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<td><strong>Later</strong></td>
<td>Certifiable</td>
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<td>Certifiable</td>
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<tr>
<td><strong>Responds to people, things, or sounds</strong></td>
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<tr>
<td>• Notices new or unexpected characteristics or actions of people or things</td>
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<tr>
<td><strong>Possible Examples</strong></td>
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<tr>
<td>• Bangs a drum with hands repeatedly.</td>
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<tr>
<td>• Touches hair of another child.</td>
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<tr>
<td>• Pats, pulls on, or turns pages of a board book.</td>
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<tr>
<td>• Watches intently as an adult prepares snack.</td>
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<tr>
<td>• Paints on paper and on arm when given a paintbrush and paint.</td>
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<tr>
<td>• Molds sand using a cup.</td>
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<tr>
<td>• Tries using utensils to work with play dough.</td>
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<td><strong>Building</strong></td>
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<tr>
<td><strong>Building</strong></td>
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<tr>
<td>• Explores people or things in the immediate environment</td>
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<tr>
<td><strong>Possible Examples</strong></td>
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<tr>
<td>• Explores through simple observations, or manipulations, or asking simple questions</td>
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<tr>
<td>• Moves around a fish bowl to continue watching a fish as it swims around objects.</td>
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<tr>
<td>• Drops a marble in a maze and follows its path as it rolls to the bottom.</td>
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<tr>
<td>• Asks, “What’s that doing?” when seeing or hearing a bulldozer across the street while on a neighborhood walk.</td>
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<tr>
<td><strong>Integrating</strong></td>
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<tr>
<td><strong>Integrating</strong></td>
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<tr>
<td>• Explores by engaging in specific observations, manipulations, or by asking specific questions</td>
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<tr>
<td>• Uses a magnetic wand to figure out which objects on a table it will lift up.</td>
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<tr>
<td>• Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.</td>
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<td>• Uses a communication device to learn about the new pet guinea pig.</td>
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<tr>
<td>• Examines images from informational books or a computer to learn about the habitats of different animals.</td>
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<td>• Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.</td>
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<td>• Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.</td>
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</tbody>
</table>

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

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**ATL-REG 4**

**Curiosity and Initiative in Learning**

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**ATL-REG 4**
### Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

#### ATL-REG 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

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**Mark the latest developmental level the child has mastered:**

<table>
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<tr>
<th>Mark</th>
<th>Responding</th>
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<td>![ ]</td>
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<td>![ ]</td>
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<td>![ ]</td>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
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</table>

**Possible Examples**

- **Lessens or stops crying when picked up by an adult.**
- **Relaxes in an adult’s arms when being held.**
- **Quiets to the voice of a familiar adult.**

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

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

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**Self-Control of Feelings and Behavior**

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**ATL-REG 5**

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Developmental Domain: SED — Social and Emotional Development

### SED 1: Identity of Self in Relation to Others

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

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
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#### Possible Examples

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

- **Earlier**
  - Responds in basic ways to others
  - Uses senses to explore self and others
  - Recognizes self and familiar people
  - Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name)
  - Expresses simple ideas about self and connection to others
  - Describes self or others based on physical characteristics
  - Compares own preferences or feelings to those of others

- **Later**
  - N/A
  - N/A
  - N/A
  - N/A

- **Possible Examples**
  - Attends to a familiar adult during feeding.
  - Quiets when hears a familiar adult.
  - Grasps an adult’s finger when palm of child’s hand is touched.
  - Examines own hand or foot by looking at it or mouthing it.
  - Touches others’ hair when it is within reach.
  - Plays with sound by repeating grunts and squeals.
  - Orient toward a familiar adult when own name is spoken or signed.
  - Points to picture of self on the wall.
  - Smiles when a familiar adult enters the room.
  - Communicates, “Me llamo Luis,” (“My name is Luis,” in Spanish).
  - Communicates names of immediate family members in a photo.
  - Looks to new baby sister and communicates her name.
  - Acts out roles from own family in pretend play.
  - Communicates, “I’m making cookies—just like Grandma!” while rolling play dough.
  - Draws picture of a house and communicates, “This is my house.”
  - Communicates using communication board, “His hair is red!”
  - Identifies own height, as indicated on a growth chart posted on the wall.
  - Narrates details while drawing a picture of a friend.
  - Draws a picture of own family, representing traits such as heights and hair colors.
  - Communicates to an adult, “I was mad when it rained because we couldn’t go outside.”
  - Communicates that a friend is happy because he is going to have a birthday party.
  - Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self.
  - Communicates to a peer that they both like peanut butter and jelly sandwiches.
### Developmental Domain: SED — Social and Emotional Development

#### SED 2: Social and Emotional Understanding

Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td><strong>Responds to faces, voices, or actions of other people</strong></td>
</tr>
<tr>
<td>Possible Examples</td>
</tr>
<tr>
<td>• Looks at faces.</td>
</tr>
<tr>
<td>• Turns head toward an adult during feeding.</td>
</tr>
<tr>
<td>• Grasps an adult’s finger when palm of child’s hand is touched.</td>
</tr>
</tbody>
</table>

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

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**Possible Examples**

- **Responds to faces, voices, or actions of other people**
  - Smiles when an adult continues after pausing during a game of patty cake.
  - Looks toward the location of where an adult’s face will reappear during a game of peek-a-boo.
  - Kicks legs in excitement or adjusts body when a familiar adult leans forward to pick child up.

- **Shows awareness of what to expect from familiar people by responding to or anticipating their actions**
  - Pays attention to a familiar adult’s facial expressions when an unfamiliar person enters the room.
  - Pauses after reaching toward a peer’s toy, to check on a less familiar adult’s response.
  - Starts to climb on a table, but pauses in response to an adult’s cautionary look and warning.

- **Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations**
  - Moves or looks toward a familiar adult when a less familiar adult enters the room.
  - Pauses after reaching toward a peer’s toy, to check on a less familiar adult’s response.
  - Stops in response to a warning from another child’s parent about getting too close to the swing.

- **Adjusts behavior in response to emotional expressions of people who are less familiar**
  - Communicates, “También me gusta pintar, me hace feliz,” [“I like to paint, too; it makes me happy,” in Spanish] after noticing a child at an easel.
  - Communicates that a crying child is sad.

- **Identifies own or others’ feelings**
  - Responds that a friend is sad, when an adult asks, “Why did your friend get his blanket?”
  - Communicates that the turtle was scared, when an adult asks, “Why did the turtle go into its shell?”
  - Communicates, “Magagalit siya kapag bumagsak na naman ang kanyang tulay,” [“He’ll be mad if his bridge is knocked down again,” in Tagalog].

- **Communicates ideas about why one has a feeling or what will happen as a result of a feeling**
  - Communicates ideas about how one’s own or another’s personality affects how one thinks, feels, and acts.

- **Communicates ideas about how one or another’s personality affects how one thinks, feels, and acts**
  - Communicates to a peer, “You’re silly,” when the peer starts giggling and other children join in.
  - Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches.
  - Communicates that another child plays with everyone because he is so friendly.
## Developmental Domain: SED — Social and Emotional Development

### SED 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults.

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
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<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds to faces, voices, or actions of familiar people</td>
<td>Shows a preference for familiar adults and tries to interact with them</td>
<td>Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults</td>
<td>Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Seeks a familiar adult’s ideas or explanations about events or experiences that are interesting to the child</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Takes initiative in creating cooperative activities with a familiar adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems</td>
</tr>
</tbody>
</table>

#### Possible Examples

- Widens eyes or brightens face at the face of a familiar adult.
- Orients toward a familiar adult’s voice.
- Quiets when picked up by a familiar adult.
- Reaches for a familiar adult when being held by another adult.
- Vocalizes at a familiar adult to gain the adult’s attention.
- Laughs in anticipation before a familiar adult nuzzles child’s neck.
- Places toy on a familiar adult’s lap, goes to get another toy, and then places that toy on the adult’s lap.
- Puts hands near head to continue a game of peek-a-boo when a familiar adult pauses.
- Repeatedly hands little cars to a familiar adult to continue a joint activity.
- Grasps a familiar adult’s hand to gain attention, and then gestures to begin a finger-play game.
- Communicates interest in looking at a book with a familiar adult.
- Brings a blanket to a familiar adult and then climbs into the adult’s lap when upset.
- Gestures to a familiar adult for assistance about how to remove a tight lid from a canister.
- Communicates to a familiar adult, “Want some tea?” during a pretend tea party.
- Completes a simple puzzle with a familiar adult, taking turns to fit pieces.
- Shares rocks collected while playing outside with a familiar adult.
- Uses an electronic tablet to play a game with a familiar adult.
- Asks a teacher why another child is not going outside with the group.
- Communicates to an adult, “What’s the bee doing?” while watching a bee fly from flower to flower or sharing a book together about bees.
- Asks a familiar adult for a suggestion about how to build the tower to keep it from falling down.
- Offers to place napkins and cups on the table when a familiar adult is preparing a snack.
- Brings a board game to a familiar adult and communicates an interest in playing together.
- Gives pretend food to a familiar adult and communicates, “I made some hamburgers for you. You tell me what you want to drink.”
- Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways.
- Plans a gardening activity with a familiar adult, communicating by signing the materials needed.
- Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult.
- Works with a familiar adult and a group of children to make a piñata over two days, offering alternatives for its shape and construction and what will go inside.

**Mark the latest developmental level the child has mastered:**

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
### Developmental Domain: SED — Social and Emotional Development

#### SED 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.

#### Mark the latest developmental level the child has mastered:

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
<td>Earlier</td>
</tr>
<tr>
<td>Shows awareness of other people, including children</td>
<td>Shows interest in other children</td>
<td>Plays alongside other children, rarely interacting with them</td>
<td>Interacts in simple ways with familiar peers as they play side by side</td>
</tr>
<tr>
<td>Possible Examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Cries when hearing the sound of another child crying.</td>
<td>● Selects a truck when other children nearby are playing with trucks.</td>
<td>● Hands a bucket to a familiar peer sitting next to child in the sandbox.</td>
<td>● Builds a train track with two friends, taking turns connecting the track pieces.</td>
</tr>
<tr>
<td>● Orient toward other children.</td>
<td>● Explores a toy alongside another child who is also exploring.</td>
<td>● Offers a block to a peer building a tower next to child.</td>
<td>● Laughs and makes funny noises or faces with a friend while singing a song together.</td>
</tr>
<tr>
<td>● Notices another child nearby.</td>
<td>● Reaches for a toy in the water alongside other children at the water table.</td>
<td>● Splashes excitedly with a peer at the water table, continuing back and forth.</td>
<td>● Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.</td>
</tr>
</tbody>
</table>

| | Exploring | Building | Integrating |
| | N/A | | |
| | Later | Middle | Later |

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

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### Developmental Domain: SED — Social and Emotional Development

**SED 5: Symbolic and Sociodramatic Play**

Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others.

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
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<tr>
<td><strong>Later</strong></td>
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<td></td>
</tr>
<tr>
<td>Responds to people or objects in basic ways</td>
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<td></td>
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<tr>
<td>Explores people and objects in a variety of ways</td>
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<tr>
<td>Uses or combines objects in functional or meaningful ways</td>
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<tr>
<td>Pretends that an object represents another object or serves a different purpose</td>
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<tr>
<td>Engages in pretend-play sequences</td>
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</tr>
<tr>
<td>Engages in pretend-play with others around a shared idea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in roles in pretend-play sequences with others</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**

- Cries in response to a loud voice.
- Looks toward a lamp when it is turned on.
- Moves arm in response to a touch.
- Reaches toward an adult’s glasses.
- Grabs a toy, shakes it, and then shakes it again.
- Picks up a toy and mouths it.
- Gazes intently at an adult’s changing facial expressions.
- Rocks a doll in arms. Uses a brush on a doll’s hair.
- Pushes a toy car along the floor.
- Places objects from around the room in a toy shopping cart.
- Uses a stacking ring as a bagel.
- Holds a rectangular block to ear and talks into it as if it is a phone.
- Pretends that puzzle pieces are cookies.
- Pretends to be a doctor and takes care of a stuffed bear that is “sick.”
- Makes a pretend cake in the sandbox and offers a “taste” to an adult.
- Makes a “pizza” out of play dough and puts it in the play oven.
- Pretends to put out fires on the playground with others, using pretend hoses and wearing firefighter hats.
- Sits in a box, pretending it is a boat.
- Sits in a box with a peer, holding a “steering wheel,” and communicates, “My turn to drive the bus.”
- Plays store, “scanning” items, placing them in bags, and collecting “money” from peers.
- Uses a hose to “pump gas” as other children wait in line with their tricycles.
- Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play.
- Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go.
- Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.

**Memo**

☐ Child is emerging to the next developmental level

☐ Unable to rate this measure due to extended absence
## LLD 1: Understanding of Language (Receptive)
Child understands increasingly complex communication and language

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<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier ○</td>
<td>Earlier ○</td>
<td>Earlier ○</td>
<td>Earlier N/A</td>
</tr>
<tr>
<td>Later ○</td>
<td>Middle ○</td>
<td>Middle N/A</td>
<td>Later N/A</td>
</tr>
<tr>
<td>Later ○</td>
<td>Later ○</td>
<td>Later ○</td>
<td>Later N/A</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Responding**
  - Responds to voices, sounds, gestures, or facial expressions in basic ways
  - Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)

- **Earlier**
  - Recognizes a few frequently used words or gestures in familiar situations

- **Middle**
  - Shows understanding of a variety of single words

- **Later**
  - Shows understanding of frequently used simple phrases or sentences

- **Building**
  - Shows understanding of a wide variety of phrases or sentences

- **Integrating**
  - Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities

- **Integrating**
  - Shows understanding of a series of complex statements that explain how or why things happen

- **Possible Examples**
  - Turns head toward, or looks in the direction of, the voice of an adult.
  - Makes eye contact with a familiar adult.
  - Quiets or orients in the direction of a sound, touch, or gesture.
  - Smiles or gurgles in response to a familiar adult's voice or simple gestures.
  - Makes a sound similar to "Mmmmm" during a social interaction with a familiar adult.
  - Averts eyes to disengage from a social interaction with an adult.
  - Waves, "Bye-bye," after an adult communicates, "Good-bye."
  - Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, "More?"
  - Orient toward a familiar person or thing when it is named.
  - Indicates a bell in a storybook when adult asks about a bell.
  - Looks to the wagon after an adult refers to the wagon.
  - Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.
  - Gets jacket after an adult communicates, "Get your jacket. It's time to go outside."
  - Moves to the sink after an adult communicates, "Time to wash hands."
  - Passes the milk at lunch time after an adult communicates, "Please pass the milk."
  - Offers to help after an adult communicates, "Would you like to help me feed the turtle?"
  - Collects different types of art supplies after an adult explains an art project and where to find the supplies.
  - Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?"
  - Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!"
  - Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room.
  - Points to the picture of an eagle and its nest while sharing a book about animals building their homes.
  - Communicates, "I'm a princess and I live in a castle," while playing dress-up.
  - Pretends to be a character in a story after a read-aloud of the story.
  - Draws a picture about the changing seasons, after an adult talks about why the weather has changed.
  - Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.

- **Integrating**
  - Communicates, "I'm a princess and I live in a castle," while playing dress-up.
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  - Communicates, "I'm a princess and I live in a castle," while playing dress-up.
  - Pretends to be a character in a story after a read-aloud of the story.
  - Draws a picture about the changing seasons, after an adult talks about why the weather has changed.
  - Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.
**Developmental Domain:** LLD — Language and Literacy Development

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

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
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<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Responds to voices, sounds, gestures, or facial expressions in basic ways</td>
<td>Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)</td>
<td>Responds to simple comments that relate to a present situation</td>
<td>Carries out a one-step request that relates to a new or an unfamiliar activity or situation</td>
</tr>
</tbody>
</table>

Possible Examples

- Turns head or looks in direction of voices.
- Sustains gaze at an adult’s smiling face.
- Quiets or orients in the direction of a sound or gesture.
- Cries when child hears another child cry.
- Smiles in response to a familiar adult’s voice or gestures.
- Vocalizes in response to a familiar adult’s voice.
- Moves toward a familiar adult’s extended arms.
- Turns head and looks away after a familiar adult offers a bottle or food again.
- Reaches for a familiar object after it is named.
- Looks up at sky after an adult communicates, “There’s an airplane.”
- Moves toward the sandbox after an adult says, “I see new toys in the sandbox.”
- Communicates, “Okay,” after an adult says, “Your friend wants to play, too.”
- Calms when adult communicates, “Your turn is next.”
- Picks up sand toys after an adult says, “Please pick up the sand toys.”
- Brings a watering can to the garden after a peer asks, “Want to water?”
- Communicates, “Okay,” after an adult requests, “Bring me your shoes. I'll help you put them on.”
- Uses a communication board to make a choice when an adult says, “Tell me what you would like to do next.”
- Communicates, “Yo,” (“Me,” in Spanish), after an adult asks, “Who is the helper for snack?”
- Puts compostable cup into compost bin recently added to the room after adult communicates, “Please put your cup in the compost bin.”
- Follows the steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands.
- Follows adult’s request to “push your chair in, put your book in the cubby, and wash your hands.”
- Chooses a book and then carries it to the library counter after an adult says, “Find a book and take it to the library counter.”
- Gathers different materials from outside, brings them inside, and places them on a table, as suggested by an adult, to create a nature display.
- Cares for a new pet for the first time by providing clean water, food, and fresh shavings for a guinea pig, after being told the steps by a peer.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
**LLD 3: Communication and Use of Language (Expressive)**

Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
<td>N/A</td>
</tr>
<tr>
<td>Makes sounds spontaneously</td>
<td>Uses sounds, gestures, or facial expressions to communicate</td>
<td>Uses a few “first words,” word-like sounds, or gestures to communicate</td>
<td>Uses a variety of single words to communicate</td>
<td>Uses two words together to communicate</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - Cries.
  - Coos.
  - Gurgles.
  - Smiles when a familiar person approaches.
  - Cries or looks at an adult when hungry.
  - Vocalizes or babbles while interacting with an adult.
  - Asks for food when hungry, by using a special word, sound, or gesture for food.
  - Communicates, “Mama,” “Dada,” “Baba,” or similar word approximations.
  - Indicates a picture of a ball when asked what the child wants to play with next.
  - Names familiar foods, toys, or family members.
  - Communicates ideas such as “No,” “More,” or “Up.”
  - Communicates, “Mommy come,” when wanting a parent.
  - Communicates, “More juice,” when thirsty.
  - Communicates, “My truck!” in [Chinese] after another child takes a toy truck.
  - Communicates, “A min toca,” [“It’s my turn,” in Spanish] when an adult brings the pet rabbit for a visit.
  - Communicates, “I want mommy.”
  - Communicates, “I like dogs,” while looking at an animal book.
  - Communicates, “The rabbit is scared,” when the pet rabbit snuggles into an adult’s lap. (“Scared” is an adjective.)
  - Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)
  - Communicates, “Malaking malaki ang aso namin,” [“Our dog is huge,” in Tagalog] after hearing a peer use the word “huge.” (“ Huge” is a recently encountered vocabulary word.)
  - Communicates, “The dog ate the cat’s food, and then he got in trouble. We put him outside and he was very sad.”
  - Communicates, “Dragons don’t need wings. They have really big wings.”
  - Communicates to a peer, during play, “Yesterday we made vegetable soup.” (“We” is a pronoun; “made” is past tense.)
  - Communicates, “His grandma is really old. She has white hair and lots of wrinkles,” in Spanish.
  - Communicates, “Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas.”
  - Communicates, “My grandma is really old. She has white hair and lots of wrinkles,” in Spanish.

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Responds to sounds or movements of others in basic ways</td>
<td>Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions</td>
<td>Engages in brief back-and-forth communication, combining words to communicate meaning</td>
<td>Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas</td>
</tr>
</tbody>
</table>

#### Possible Examples

- **Responding**
  - Looks in the direction of voices or movement.
  - Quiets in response to sound.
  - Turns toward the soft touch of an adult.
  - Looks at a familiar adult during feeding.

- **Exploring**
  - Expresses, “Ba,” in response to an adult talking about a ball, and then waits for the adult to respond.
  - Communicates, “Yes,” or “No,” after an adult asks, “Do you want more milk?”
  - Rubs eyes and responds, “Night-night,” after a familiar adult asks, “Are you tired?”
  - Brings a ball to an adult, and then responds, “Ball,” after the adult asks, “Do you want me to play ball with you?”

- **Building**
  - Communicates, “That’s my family,” while looking at a photo with a peer. When the peer says, “You have two sisters,” responds, “I have a big sister, and that’s my baby sister.”

- **Integrating**
  - Has a conversation with a peer about things that they like to do together with their families. Says, “My family goes to the park on Sundays.” When peer asks, “Every Sunday?” child responds, “Yeah, but sometimes we go to the park with the swimming pool and sometimes we go to the park with the big playground.” Then when peer says, “My grandma takes me to the store,” child responds, “My grandma makes cookies.”

*Conversations can include communication using sign language or alternative communication systems.*

**Child is emerging to the next developmental level**

**Unable to rate this measure due to extended absence**
**Developmental Domain: LLD — Language and Literacy Development**

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

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Middle</td>
<td>N/A</td>
<td>Middle</td>
<td>N/A</td>
</tr>
<tr>
<td>Later</td>
<td>N/A</td>
<td>Middle</td>
<td>N/A</td>
</tr>
<tr>
<td>Earlier</td>
<td>N/A</td>
<td>Middle</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Quiets to the sound of a familiar voice.
- Moves in response to an approach by a familiar adult.
- Orient to an adult's face or voice during a caregiving routine.
- Interacts with a cloth or board book by holding or mouthing it.
- Pats a textured board book.
- Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, “Pat-a-Cake” or “Los cinco deditos,”  
  
  - “Five Little Fingers,” a finger play in Spanish.
- Looks at pictures in a book for a short time while a familiar adult reads the book.
- Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page.
- Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult.
- Touches textured or tactile content on pages of a book as an adult is reading the book.
- Joins a group doing a simple finger play led by an adult.
- Points at a picture when joining an adult who is reading a book, newspaper, or tablet.
- Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.
- Pretends to read a book from start to finish.
- Explores a book with Braille and tactile content with hands.
- Sings some words of a familiar song, from beginning to end, with an adult.
- Asks questions or communicates about why something happened in a story.
- Starts a song or rhyme with others while playing outside.
- Uses finger puppets while reciting a familiar rhyme.
- Uses communication device to tell the sequence of events in a favorite story.
- Pretends to be a character from a story, using props.
- Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies).
- Asks for help finding a book about bugs after a nature walk.
- Participates, with others, in using the computer to create a story about a class trip.
- Makes up own version of rhyming song with peers' names.

- Plays with books; and
- Responds to other literacy activities.
- Attends briefly to a familiar adult reading books, singing songs, or saying rhymes.
- Looks at books on own briefly, or
- Chooses to join reading, singing, or rhyming activities led by an adult.
- Looks at books page by page, or
- Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult.
- Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.
- Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story.
- Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
Developmental Domain: COG — Cognition, Including Math and Science

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>Moves body parts in basic ways</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - Moves hand to mouth.
  - Lifts head from an adult’s shoulder.
  - Stretches while lying on back.
  - Turns toward an adult who enters the room.
  - Watches and tracks a moving object.
  - Lifts arms toward an adult as the adult reaches down to pick child up.
  - Tries to squeeze body between a chair and the legs of a table to get a toy.
  - Fills a purse or bucket, sometimes until it is overflowing.
  - Rotates a puzzle piece that has a large knob, while trying to fit it into a space on a wooden puzzle.
  - Attempts to put a star-shaped piece into the square-, triangle-, and star-shaped openings of a shape sorter.
  - Repeatedly rolls various objects down a ramp.
  - Changes directions to move around several obstacles while pushing a toy shopping cart.
  - Uses hands to explore shape outlines in a puzzle board, and then explores puzzle pieces with hands to fit pieces into the puzzle board.
  - Chooses puzzle pieces that are approximately the right size and shape to fit into a puzzle.
  - Stacks a few nesting cups on top of each other to create a tower, with the largest cup on the bottom and smaller ones on top.
  - Maneuvers a ride-on toy (without pedals) around people and objects on the playground, sometimes bumping into things.
  - Moves around people and objects in the classroom, using a mobility aid, such as a walker.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
### Developmental Domain: COG — Cognition, Including Math and Science

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier (○)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Attends to people, objects, or events</strong></td>
</tr>
<tr>
<td>• Looks at people’s faces.</td>
</tr>
<tr>
<td>• Quiets in response to an adult’s voice.</td>
</tr>
<tr>
<td>• Closes hand around an adult’s finger.</td>
</tr>
</tbody>
</table>

- ○ Child is emerging to the next developmental level
- ☐ Unable to rate this measure due to extended absence
### Developmental Domain: COG — Cognition, Including Math and Science

**COG 3: Number Sense of Quantity**

Child shows developing understanding of number and quantity.

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
</tbody>
</table>

- **Responding**
  - Responds to people or objects in basic ways
  - Possible Examples:
    - Looks at objects that are hanging from a mobile.
    - Calms in response to a familiar adult’s touch.
    - Turns toward a familiar adult’s voice.
  - Responds to changes in the number of objects observed or interacted with
  - Demonstrates awareness of quantity
- **Exploring**
  - Uses number names, but not always correctly, in situations related to number or quantity
- **Building**
  - Identifies small quantities without counting, up to three
  - Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten
  - Shows understanding that the last number counted is the total number of objects in the group
- **Integrating**
  - Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20

#### Possible Examples:

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

#### Child shows developing understanding of number and quantity

- **Counts out loud, “—, 二, 三, 四, 五,” [“One, two, three, four, five,” in Chinese] saying the next number as the next cup is placed on the table.**
- **Chants numbers from one to 10 in order while waiting for a tricycle.**
- **Counts, “One, two, three,” out loud while pointing to each of three squares on a light box.**
- **Counts ducks in a storybook, “One, two, three, four, five,” and then communicates that there are five.**
- **Counts accurately to 20 while marching.**
- **Counts on fingers to determine how many napkins to get so that each child at a table of six has one.**
- **Counts six chairs, then counts seven children, and communicates, “We need one more chair.”**
- **Counts six chairs, then counts seven children, and communicates, “We need one more chair.”**
- **Counts accurately to 20 while marching.**
- **Counts on fingers to determine how many napkins to get so that each child at a table of six has one.**

#### Child is emerging to the next developmental level

- **Communicates, “Dos,” [“Two,” in Spanish] and holds up two cups in the play kitchen.**
- **Communicates, “Three dogs,” while looking at a picture of three dogs.**
- **Communicates, “Now I have one bear and you have one,” while giving a peer a stuffed bear.**
- **Communicates a desire for two apple slices after noticing that a peer has two apple slices.**
- **Communicates, “Dos,” [“Two,” in Spanish] and holds up two cups in the play kitchen.**
- **Communicates, “Three dogs,” while looking at a picture of three dogs.**
- **Communicates, “Now I have one bear and you have one,” while giving a peer a stuffed bear.**
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- **Communicates, “Now I have one bear and you have one,” while giving a peer a stuffed bear.**
- **Communicates a desire for two apple slices after noticing that a peer has two apple slices.**

#### Unable to rate this measure due to extended absence

- **Signs, “Two,” in response to the question of “How old are you?”**
- **Communicates, “Dos,” [“Two,” in Spanish] and holds up two cups in the play kitchen.**
- **Communicates, “Three dogs,” while looking at a picture of three dogs.**
- **Communicates, “Now I have one bear and you have one,” while giving a peer a stuffed bear.**
- **Communicates a desire for two apple slices after noticing that a peer has two apple slices.**
- **Communicates, “Dos,” [“Two,” in Spanish] and holds up two cups in the play kitchen.**
- **Communicates, “Three dogs,” while looking at a picture of three dogs.**
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- **Communicates, “Three dogs,” while looking at a picture of three dogs.**
- **Communicates, “Now I have one bear and you have one,” while giving a peer a stuffed bear.**
- **Communicates a desire for two apple slices after noticing that a peer has two apple slices.**

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

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

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Repeats actions that have effects</td>
<td>Tries out different behaviors to cause effects</td>
<td>Searches for possible causes of actions, events, or behaviors</td>
<td>Acts on objects to cause a specific result</td>
</tr>
</tbody>
</table>

#### Possible Examples
- **Responding**
  - Widens eyes or opens mouth when a bottle or breast is presented.
  - Quiets in response to an adult’s voice.
  - Orient to a music toy nearby.

- **Exploring**
  - Squeaks a rattle, pauses, then shakes it again.
  - Kicks repeatedly at a mobile to make it move.
  - Vocalizes, gains a familiar adult’s attention, and vocalizes again.

- **Building**
  - Pulls an adult’s hand to child’s face to continue a game of peek-a-boo.
  - Makes a game of pushing different objects off a table, watching or listening as they fall.
  - Presses different buttons on a toy and notices what happens.

- **Integrating**
  - Pours water into a water wheel to make it spin.
  - Puts toys in a tube and watches them roll out the other end when the tube is tilted.
  - Communicates, “If I kick the ball harder, it will go really far!” during outdoor play.

### Possible Examples

- **Responding**
  - Widens eyes or opens mouth when a bottle or breast is presented.
  - Quiets in response to an adult’s voice.
  - Orient to a music toy nearby.

- **Exploring**
  - Squeaks a rattle, pauses, then shakes it again.
  - Kicks repeatedly at a mobile to make it move.
  - Vocalizes, gains a familiar adult’s attention, and vocalizes again.

- **Building**
  - Pulls an adult’s hand to child’s face to continue a game of peek-a-boo.
  - Makes a game of pushing different objects off a table, watching or listening as they fall.
  - Presses different buttons on a toy and notices what happens.

- **Integrating**
  - Pours water into a water wheel to make it spin.
  - Puts toys in a tube and watches them roll out the other end when the tube is tilted.
  - Communicates, “If I kick the ball harder, it will go really far!” during outdoor play.

---

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

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## COG 9: Inquiry Through Observation and Investigation

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

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Responds to people, things, or sounds</td>
<td>Attends to responses of objects and people that result from own actions</td>
<td>Shows interest in people or things in the environment</td>
<td>Engages in sustained explorations</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest</td>
</tr>
</tbody>
</table>

### Possible Examples

- Notices and gazes at own hand.
- Orient toward a person who comes into view or begins talking.
- Looks at a mobile.
- Makes a sound and then waits for adult’s response.
- Mouths an object and then looks at it.
- Bangs objects one at a time and then observes what happens each time.
- Drops rocks into water and watches what happens.
- Follows a trail of ants to see where they are going.
- Stacks blocks to see how high they can go before falling over.
- Explores how a wind-up toy works that has been placed on the child’s lap.
- Watches a new fish in the tank closely for several minutes, then calls a peer over to watch the fish, too.
- Digs “road” in sand, pours in water, and then checks to see if water ran to the end.
- Indicates that a “roly-poly” bug will roll up into a ball if touched, and then checks by touching it.
- Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult.
- Predicts that paint will turn purple while watching an adult mix together blue and red paint.
- Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier.
- Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first.
- Participates in making a chart to observe how long it will take for a caterpillar to create a cocoon and turn into a butterfly.
- Asks an adult, “How do you know if a fruit is really a fruit?” After adult responds that fruit have seeds, plans with adult to open up several different types of fruits to see if they all have seeds.
- Participates in making a chart to compare change, over time, in the growth of bean plants, and communicates, “I think this bean plant grew taller because it got more sun next to the window.”
- Participates in setting up a chart to observe how long it will take for a caterpillar to create a cocoon and turn into a butterfly.

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# COG 11: Knowledge of the Natural World

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>Attends to people, objects, or events</td>
</tr>
</tbody>
</table>

### Possible Examples

- **Responding**
  - Looks at the movement of a mobile.
  - Quiets when an adult moves close.
  - Orient in the direction of a sound, touch, or gesture.

- **Exploring**
  - Shows pleasure during a playful interaction with adult during feeding.
  - Mouths object.
  - Makes repeated attempts to grab at a family pet's fur.

- **Building**
  - Touches the leaves of a plant.
  - Looks around when hearing a cat "meow."
  - Rubs hands over a smooth rock during outdoor play.

- **Integrating**
  - Touches wet ground and communicates, "Muddy."
  - Communicates that a worm is long and wiggly.
  - Identifies different animal sounds when visiting a zoo or farm.

- **Possible Examples**
  - Communicates, "My puppy likes to eat a lot because he's growing and getting bigger."
  - Observes that the water is below the roots in a sweet-potato jar and adds more water.

- **Possible Examples**
  - Communicates, "The clouds are moving so fast. They cover the sun and then I can't see it."
  - Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges.

- **Possible Examples**
  - Feeds a rabbit and then explains, "它要長大需要吃青菜,所有動物都要吃東西," ["It needs lettuce to grow. All animals need food," in Chinese].
  - Comments, while sorting through a collection of rocks and shells, "Animals live in shells, but not in rocks."

- **Possible Examples**
  - Communicates, "Fish can breathe underwater, but we have to hold our breath."
  - Communicates that a friend fell down and hurt a knee and that the knee has to be covered until it is all better.

### Markings

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
**Developmental Domain: PD-HLTH — Physical Development–Health**

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

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

---

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15" alt=" " /></td>
<td><img src="https://via.placeholder.com/15" alt=" " /></td>
<td><img src="https://via.placeholder.com/15" alt=" " /></td>
<td><img src="https://via.placeholder.com/15" alt=" " /></td>
</tr>
</tbody>
</table>

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

- **Possible Examples**
  - Moves toward a familiar adult while being picked up.
  - Quiets in response to an adult singing.
  - Responds to being touched on the cheek.
  - Turns head in response to a light being turned on.
  - Shifts body to stabilize it, in order to reach up toward an adult’s face while sitting on the adult’s lap.
  - Repositions body in order to manipulate levers and buttons on a busy box.
  - Gazes at, then reaches toward, glasses on someone’s face.
  - Places play dough with whole hand, then leans forward to roll it.
  - Participates in songs or games requiring movement of specific body parts.
  - Moves arm up and down, with increasing momentum, to shake bells louder.
  - Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.
  - Changes movements when dancing with scarves.
  - Starts and stops movements of different body parts during a freeze-dance game.
  - Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.
  - Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones.
  - Raises knees high when following an adult marching.
  - Moves away from a nearby child after an adult communicates, “Make sure you have enough room to stretch without bumping your neighbor.”
  - Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.
  - Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.
  - Uses feet to slow self when coming down a ramp.
  - Reaches for a small pitcher of milk without bumping into other objects on the table during lunch.

---

- ![ ](https://via.placeholder.com/15) Child is emerging to the next developmental level
- ![ ](https://via.placeholder.com/15) Unable to rate this measure due to extended absence

---

**Perceptual-Motor Skills and Movement Concepts**


Page 22 of 42
**Developmental Domain: PD-HLTH — Physical Development–Health**

**PD-HLTH 2: Gross Locomotor Movement Skills**

Child shows increasing proficiency in fundamental *locomotor skills* (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

---

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Moves in basic and often involuntary ways</td>
<td>Moves two or more body parts together, often with intention</td>
<td>Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom</td>
<td>Coordinates basic movements in an upright position without using support</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Turns head in response to stimulation or nourishment.
- Turns head to seek source of stimulation or nourishment.
- Responds involuntarily to a sudden loud noise or movement by extending arms and legs.
- Turns head and reaches for a toy.
- Kicks at a mobile when lying on back.
- Rolls from stomach to back or from back to stomach.
- Creeps or crawls toward a familiar adult.
- Moves from lying down to a sitting position.
- Moves by rolling body on the floor.
- Moves by using arms to pull self forward.
- Takes steps sideways or forward while holding onto furniture.
- Moves by rolling body on the floor.
- Maintains a flat surface, using a mobility aid, such as a walker.
- Walks forward with a wide base (legs farther apart) and arms held high.
- Stands up from squatting, unassisted, after picking up a toy.
- Moves with one object in each hand.
- Moves forward on a flat surface, using a mobility aid, such as a walker.
- Runs with short, uneven steps with arms to the side.
- Crouches down and jumps up, with heels barely coming off of the ground.
- Hops with two feet leaving the ground momentarily.
- Runs with short strides, and sometimes has difficulty stopping.
- Moves along a low balance beam or along the side of a curb, stepping sideways.
- Navigates changes in surface and direction, using a mobility aid, such as a walker.
- Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg).
- Crouches down and then jumps forward using both legs.
- Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg).
- Changes direction and stops quickly and easily while running.
- Swings arms back and then forward in preparation for jumping.
- Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
**Developmental Domain: PD-HLTH — Physical Development–Health**

**PD-HLTH 3: Gross Motor Manipulative Skills**

Child shows increasing proficiency in gross motor *manipulative skills* (e.g., reaching, kicking, grasping, throwing, and catching)

---

**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th></th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moves in basic and</td>
<td>Uses arms, legs, or</td>
<td>Uses arms, legs, or</td>
<td>Manipulates objects,</td>
<td>Coordinates arms,</td>
</tr>
<tr>
<td>often involuntary</td>
<td>body to move toward</td>
<td>body to engage in</td>
<td>using one or more</td>
<td>legs, or body to</td>
</tr>
<tr>
<td>ways</td>
<td>or reach for people or</td>
<td>simple, repeated</td>
<td>body parts, with</td>
<td>manipulate objects,</td>
</tr>
<tr>
<td></td>
<td>objects</td>
<td>actions on objects</td>
<td>limited stability</td>
<td>with connected</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sequential or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>simultaneous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>movements</td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Kicks legs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Extends arm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Flexes foot.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kicks against a nearby object.</td>
<td>• Bangs a cup on a table.</td>
<td>• Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.</td>
<td>• Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities</td>
</tr>
<tr>
<td></td>
<td>• Rolls onto side, toward an object, while lying on a blanket.</td>
<td>• Sits with legs apart and traps a rolling ball with arms.</td>
<td>• Approaches a stationary ball, stops, and pushes ball with foot, then steadies self.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reaches toward a familiar adult, using both arms.</td>
<td>• Moves to a ball, pushes it away, then moves toward it and pushes it again.</td>
<td>• Catches a ball while in a stationary position, using arms to bring it in and hold it against body.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container.</td>
<td>• Raises arm to throw a beanbag without moving feet, but loses balance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Crawls under table to retrieve a block; then crawls back out while holding the block.</td>
<td>• Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Picks up and drops blocks while holding onto a low table.</td>
<td>• Approaches a stationary ball, stops, and pushes ball with foot, then steadies self.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Splashes in water.</td>
<td>• Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kicks table leg while seated for snack.</td>
<td>• Swings leg back to kick a stationary ball while standing in place.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Moves to a ball, pushes it away, then moves toward it and pushes it again.</td>
<td>• Hands out carpet squares to peers at circle time, sometimes dropping them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Kicks against a nearby object.</td>
<td>• Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Rolls onto side, toward an object, while lying on a blanket.</td>
<td>• Stripes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reaches toward a familiar adult, using both arms.</td>
<td>• Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.</td>
<td></td>
</tr>
</tbody>
</table>

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

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**PD-HLTH 3**

**Gross Motor Manipulative Skills**
## PD-HLTH 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>RESPONDING</th>
<th>EXPLORING</th>
<th>BUILDING</th>
<th>INTEGRATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Moves arms or hands in basic ways</td>
<td>Uses arms or hands to make contact with objects in the environment</td>
<td>Grasps objects with entire hand</td>
<td>Grasps objects with fingers and thumb</td>
</tr>
</tbody>
</table>

### Possible Examples

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

*Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.*

- Curls fingers around an adult’s finger.
- Brings fist to mouth.
- Makes small movements of arms and hands near the sides of body.
- Holds a stuffed toy against body.
- Pulls an object closer, using a raking motion.
- Pushes hands against an adult.
- Uses fingers and palm to grasp toys of different shapes or sizes.
- Holds a stacking ring with full fist.
- Holds a spoon with full fist while being fed by an adult with another spoon.
- Holds a spoon, using thumb and fingers.
- Pinches cereal pieces between finger and thumb.
- Picks up a stacking ring, using fingers and thumb.
- Lifts a cup to mouth with both hands, but may spill some.
- Scribbles back and forth on pavement with sidewalk chalk, using one hand.
- Grasps and turns a doorknob, but may not have strength or coordination to open the door.
- Holds play dough with one hand while cutting it with a wooden knife.
- Steadies a container of block accessories on lap while picking out the tree-shaped blocks.
- Scoops sand into a container with one hand while holding the container with other hand.
- Uses scissors to cut out simple shapes (e.g., circle, square) on paper.
- Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand.
- Peels a banana or orange after adult starts the peel.
- Unfastens buckle on chest strap of wheelchair.
- Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.
- Makes a necklace by stringing a variety of small beads with narrow holes.
- Uses a computer mouse to draw details of a picture on a computer screen.
- Rotates pencil within the hand to use the eraser when scribbling with a pencil.
- Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.
## Developmental Domain: PD-HLTH — Physical Development—Health

### PD-HLTH 5: Safety

Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities*

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier ❧</td>
</tr>
<tr>
<td>Later N/A</td>
</tr>
</tbody>
</table>

- **Reacts to unpleasant stimulation or events in basic ways**
  - **Responds to situations that make child feel unsafe**
  - **Seeks to make contact with familiar adult**
  - **Follows adults' guidance about basic safety practices**
  - **Follows basic safety practices, with close adult supervision**
  - **Follows basic safety practices on own in familiar environments, with occasional adult reminders**
  - **Applies basic safety practices on own across different situations**
  - **Communicates an understanding of some safety practices to others**

**Possible Examples**

- Startles after hearing a loud noise.
- Closes eyes in response to a bright light.
- Cries when touched by a cold washcloth.
- Turns away from a loud noise.
- Clings to a familiar adult after the adult’s grip loosens while child is being carried.
- Cries when an unfamiliar adult approaches.
- Turns away from an unfamiliar adult and moves toward a familiar adult.
- Looks to a familiar adult before moving down a ramp.
- Cries and looks for a familiar adult for comfort after falling down.
- Stops running and walks after a familiar adult communicates, “Use walking feet.”
- Pats the classroom pet gently when a familiar adult communicates, “Gentle touches.”
- Accepts a familiar adult’s hand and holds it when requested to before crossing the street.
- Stops and reaches for an adult’s hand when approaching a crosswalk.
- Tries to buckle own seat belt as an adult buckles other children in a multi-child stroller.
- Seeks adult assistance to use a step stool in order to obtain an object out of reach.
- Cleans up spills during a cooking activity.
- Waits turn to climb ladder on outside play equipment, with an adult reminder.
- Slows tricycle as a peer approaches.
- Cleans up spills during a cooking activity.
- Waits turn to climb ladder on outside play equipment, with an adult reminder.
- Slows tricycle as a peer approaches.
- Communicates, “Slow down! No running inside!” to a peer.

* Children at the Building Later and Integrating Earlier levels still need adult supervision to carry out safety practices on their own.*

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

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### PD-HLTH 6: Personal Care Routines: Hygiene

Child increasingly responds to and initiates personal care routines that support hygiene.

#### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Looks at an adult’s face, or quiets, during a diaper change.</td>
<td>Responds in ways that demonstrate awareness of a hygiene routine</td>
<td>Participates in own hygiene routines, with an adult</td>
<td>Initiates and completes familiar hygiene routines on own</td>
</tr>
<tr>
<td>Closes eyes when face is washed.</td>
<td>Anticipates one or two steps of a hygiene routine</td>
<td>Carries out some steps of own hygiene routines, with specific adult guidance or demonstration</td>
<td>Initiates and carries out most steps of familiar hygiene routines on own</td>
</tr>
<tr>
<td>Kicks legs during a diaper change.</td>
<td>Communicates to an adult the need for help with toileting or for a diaper change.</td>
<td>Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
<td>Pulls at diaper or pants when diaper needs to be changed.</td>
<td>Uses toilet (pulls down pants, sits, etc.), but may need an adult’s assistance with wiping.</td>
<td>Uses toilet on own, sometimes forgetting to do one step, such as washing hands.</td>
</tr>
<tr>
<td>Attends to an adult’s actions during diapering routine.</td>
<td>Puts hands under a faucet before an adult starts to turn on the water.</td>
<td>Washes and partially dries hands, and then dries them completely when suggested to by an adult.</td>
<td>Coughs and sneezes into elbow most of the time.</td>
</tr>
<tr>
<td>Grabs for the washcloth as an adult washes child’s face.</td>
<td>Rubs hands together under a faucet after an adult turns the water on.</td>
<td>Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands.</td>
<td>Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.</td>
</tr>
<tr>
<td>Shows excitement during bath time.</td>
<td>Tries to blow nose into a tissue held by an adult.</td>
<td>Gets own toothbrush and gives it to an adult after meals when asked.</td>
<td>Uses toothbrush on own, completing all steps, including washing hands.</td>
</tr>
<tr>
<td><strong>Child is emerging to the next developmental level</strong></td>
<td>Lines up at sink to wash hands before lunch time.</td>
<td>Uses toothbrush after an adult puts on toothpaste, begins to brush teeth, but needs to be reminded to brush teeth in the back of the mouth.</td>
<td>Leaves toothbrush in holder, not completing all steps.</td>
</tr>
<tr>
<td><strong>Unable to rate this measure due to extended absence</strong></td>
<td>• Uses toilet on own, and flushes after adult reminder.</td>
<td>• Washes hands before eating and usually remembers to use soap.</td>
<td>Leaves toothbrush in holder, not completing all steps.</td>
</tr>
<tr>
<td></td>
<td>• Washes hands before eating and usually remembers to use soap.</td>
<td>• Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.</td>
<td>Leaves toothbrush in holder, not completing all steps.</td>
</tr>
</tbody>
</table>

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

### PD-HLTH 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>Responds in basic ways during feeding</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Turns toward an adult’s touch during feeding.
- Sucks on the nipple of a bottle or breast.
- Gazes at or nuzzles up to an adult when feeding.
- Closes lips around food on a spoon.
- Puts one or both hands on a bottle or breast while being held during feeding.
- Holds and bites a banana.
- Picks up and eats crackers from a tray.
- Feeds self small pieces of food, such as cereal or cheese, with fingers or whole hand.
- Reaches for a spoon while being fed.
- Shows excitement as an adult approaches with a bottle or bowl.
- Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping.
- Drinks from a cup while an adult guides the cup.
- Uses a child-sized fork to pierce food.
- Drinks water from a small open cup.
- Uses adaptive utensils to feed self a meal when positioned functionally.
- Serves self from a serving bowl, using a large spoon, while someone else holds the bowl.
- Pours from a small pitcher, with some spilling.
- Takes the shell off of a hard-boiled egg.
- Spreads jelly on bread with a small spatula to make a sandwich.
- Cuts foods with a small plastic knife.
- Takes the shell off of a hard-boiled egg.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
**Developmental Domain: PD-HLTH — Physical Development–Health**

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

### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier ○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Later ○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Earlier ○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Later N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earlier N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Possible Examples**
- **Responding**
  - Cries or fusses when diaper is changed.
  - Looks at adult while being dressed.
  - Blinks eyes as clothing is placed over head.

  - Shifts body as an adult puts a clean diaper on child.
  - Squirms to avoid having shirt being pulled over the head while being dressed.
  - Allows an adult to move child’s arms while removing child’s jacket.

- **Exploring**
  - Extends arms out when an adult approaches with a jacket.
  - Leans toward an adult while a shirt is being put on child.
  - Sits down and extends feet for an adult to put shoes on child.

  - Pushes arms through the sleeves of a shirt held by an adult.
  - Lifts smock for an adult to pull it over child’s head.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.

- **Building**
  - Puts legs through pant legs with adult assistance, and then pulls up pants on own.
  - Puts on own jacket as an adult holds it open or lays it out.
  - Lifts legs, then the other, while an adult guides child’s legs into pants.

  - Puts feet into shoes on own.
  - Puts on loose-fitting socks on own.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.

  - Puts on own jacket, but needs adult assistance with starting the zipper.
  - Puts on own jacket as an adult holds it open or lays it out.
  - Lifts smock for an adult to pull it over child’s head.

- **Integrating**
  - Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers).
  - Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers).

  - Zips own jacket up, but needs adult assistance with starting the zipper.
  - Puts on own jacket.
  - Zips own jacket up, but needs adult assistance with starting the zipper.

  - Pulls on loose-fitting socks on own.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.

  - Zips own jacket, but needs adult assistance with starting the zipper.
  - Puts on own shoe and fastens tab.
  - Zips snaps own pants.
  - Puts on own shoe and fastens tab.

- **Personal Care Routines: Dressing**

  - Pushes arms through the sleeves of a shirt held by an adult.
  - Lifts smock for an adult to pull it over child’s head.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.

  - Puts on own jacket as an adult holds it open or lays it out.
  - Lifts smock for an adult to pull it over child’s head.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.

  - Zips own jacket up, but needs adult assistance with starting the zipper.
  - Puts on own jacket.
  - Zips own jacket up, but needs adult assistance with starting the zipper.

  - Pulls on loose-fitting socks on own.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.

  - Zips own jacket, but needs adult assistance with starting the zipper.
  - Puts on own shoe and fastens tab.
  - Zips snaps own pants.
  - Puts on own shoe and fastens tab.

- **Possible Examples**
  - Cries or fusses when diaper is changed.
  - Looks at adult while being dressed.
  - Blinks eyes as clothing is placed over head.

  - Shifts body as an adult puts a clean diaper on child.
  - Squirms to avoid having shirt being pulled over the head while being dressed.
  - Allows an adult to move child’s arms while removing child’s jacket.

  - Extends arms out when an adult approaches with a jacket.
  - Leans toward an adult while a shirt is being put on child.
  - Sits down and extends feet for an adult to put shoes on child.

  - Pushes arms through the sleeves of a shirt held by an adult.
  - Lifts smock for an adult to pull it over child’s head.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.

  - Puts on own jacket as an adult holds it open or lays it out.
  - Lifts smock for an adult to pull it over child’s head.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.

  - Zips own jacket up, but needs adult assistance with starting the zipper.
  - Puts on own jacket.
  - Zips own jacket up, but needs adult assistance with starting the zipper.

  - Pulls on loose-fitting socks on own.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.
  - Lifts one leg, then the other, while an adult guides child’s legs into pants.

  - Zips own jacket, but needs adult assistance with starting the zipper.
  - Puts on own shoe and fastens tab.
  - Zips snaps own pants.
  - Puts on own shoe and fastens tab.