

Measure not rated: the child’s development is beyond the latest developmental level. (Required for children with IEPs)

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:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle	Later	Earlier
<p>Attends or responds briefly to people, things, or sounds</p>	<p>Shifts attention frequently from one person or thing to another</p>	<p>Maintains attention, on own or with adult support, during brief activities</p>	<p>Maintains attention, with adult support, during activities that last for extended periods of time</p>	<p>Maintains attention on own during activities that last for extended periods of time</p>	<p><i>There are no later levels for this measure</i></p>		
<p>Possible Examples</p> <ul style="list-style-type: none"> • Pays attention to a moving mobile. • Quiets to the voice of a familiar person. • Gazes at the smiling face of a familiar person. 	<ul style="list-style-type: none"> • Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another. 	<ul style="list-style-type: none"> • Briefly watches other children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again. 	<ul style="list-style-type: none"> • Listens to a book from beginning to end and then gestures for an adult to read it a second time. • Starts working on a simple puzzle with an adult and continues when the adult steps away briefly. • Continues playing with toy cars, adding a bridge offered by an adult sitting nearby. 	<ul style="list-style-type: none"> • Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning. 			

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



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ATL-REG 2: Self-Comforting

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle	Later	Earlier
<p>Responds to internal or external stimulation in basic ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • Cries when hears a loud noise. • Closes eyes when taken into bright sunlight. • Brings fist to mouth and fusses when hungry. 	<p>Engages in behaviors that have previously worked to soothe self</p> <ul style="list-style-type: none"> • Sucks thumb or fist to soothe self. • 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. 	<p>Comforts self by seeking a familiar adult or a special thing</p> <ul style="list-style-type: none"> • Retrieves 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. 	<p>Comforts self in different ways, based on the situation</p> <ul style="list-style-type: none"> • 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. 	<p>Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways</p> <ul style="list-style-type: none"> • 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. 	<p><i>There are no later levels for this measure</i></p>		

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ATL-REG 3: Imitation

Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways

Conditional Measure

Measure not rated: the child’s development is beyond the latest developmental level. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle	Later	Earlier
Responds to facial expressions or vocalizations in basic ways Possible Examples <ul style="list-style-type: none"> • Pays attention to vocalizations from an adult, such as cooing, heard during an interaction. • Attends to an adult’s face during an interaction. • Orients toward the gestures of a familiar adult. 	Imitates approximations of single simple actions or sounds when interacting with others <ul style="list-style-type: none"> • Makes a sound like “Mmmmm” after an adult makes the “Mmmmm” sound during feeding. • Smiles when an adult smiles. • Widens eyes and raises eyebrows after observing these movements on an adult’s face during an interaction. 	Imitates actions, or Repeats familiar words or gestures by others when interacting with them <ul style="list-style-type: none"> • Opens and shuts hands as an adult leads open-shut-them finger play. • Raises arms in the air, following an adult’s actions, during a game of “So big!” • Communicates, “Bye-bye,” and waves, after an adult communicates, “Bye-bye,” and waves. 	Imitates a few actions, or Repeats familiar actions or words experienced at an earlier time <ul style="list-style-type: none"> • Holds a toy telephone to ear and says, “Hello.” • Places doll in front of a toy shopping cart and wheels it around the room, placing objects in the cart. • Engages in exercise movements that adults typically do. • Wraps a teddy bear in a blanket and communicates, “Night-night.” 	Imitates multiple steps of others’ actions, or Repeats phrases, experienced at an earlier time	<i>There are no later levels for this measure</i>		

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ATL-REG 4: Curiosity and Initiative in Learning

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Responds to people, things, or sounds	Notices new or unexpected characteristics or actions of people or things	Explores people or things in the immediate environment	Explores new ways to use familiar things, including simple trial and error	Explores through simple observations, or manipulations, or asking simple questions	Explores by engaging in specific observations, manipulations, or by asking specific questions	Carries out simple investigations using familiar strategies, tools, or sources of information	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Possible Examples <ul style="list-style-type: none"> • Orients toward a noise. • Turns head toward a person who comes into view or begins talking. • Looks at a mobile. 	<ul style="list-style-type: none"> • Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise. • Smiles when an adult begins singing a song. • Moves arms or legs when a mobile begins moving overhead. 	<ul style="list-style-type: none"> • Bangs a drum with hands repeatedly. • Touches hair of another child. • Pats, pulls on, or turns pages of a board book. • Watches intently as an adult prepares snack. 	<ul style="list-style-type: none"> • Paints on paper and on arm when given a paintbrush and paint. • Molds sand using a cup. • Tries using utensils to work with play dough. 	<ul style="list-style-type: none"> • Moves around a fish bowl to continue watching a fish as it swims around objects. • Drops a marble in a maze and follows its path as it rolls to the bottom. • Asks, “What’s that doing?” when seeing or hearing a bulldozer across the street while on a neighborhood walk. 	<ul style="list-style-type: none"> • Puts a dry sponge in water and then squeezes it to see what happens. • Observes a snail and asks, “Why do snails have shells?” • Compares color or shape of leaves gathered on a nature walk. 	<ul style="list-style-type: none"> • Uses a magnetic wand to figure out which objects on a table it will lift up. • Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs. • Places a variety of objects in water to see which will float and which will sink. • Uses a communication device to learn about the new pet guinea pig. 	<ul style="list-style-type: none"> • Examines images from informational books or a computer to learn about the habitats of different animals. • Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall. • 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.

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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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Calms when comforted by an adult</p>	<p>Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult</p>	<p>Calms self when a familiar adult initiates contact, moves close, or offers a special thing</p>	<p>Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations</p>	<p>Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support</p>	<p>Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed</p>	<p>Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors</p>	<p>Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Reaches toward a familiar adult to be comforted and nestles into the adult when held. Vocalizes to a familiar adult and calms when the adult reaches over to pat child’s stomach. Looks toward a familiar adult when startled, and relaxes when picked up. 	<ul style="list-style-type: none"> Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look. Stops crying after an adult offers a toy similar to the toy another child took. Calms when an adult moves to sit closer on the floor. 	<ul style="list-style-type: none"> Lets go of another child’s toy and accepts a different toy after a familiar adult communicates, “She’s playing with the blue truck. You can use the red one.” Gets a towel when an adult suggests that they work together to clean up a spill that the child is upset about. Accepts an adult’s invitation to move closer, after noticing child’s worried look when an unfamiliar adult enters the room. 	<ul style="list-style-type: none"> Waits to ride a favorite tricycle without trying to take it from another child. Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, “Do you want to make it again?” Frowns, but goes to play with something else, when an adult communicates that it is not yet time to go outside. 	<ul style="list-style-type: none"> Insists that another child return a favorite doll, but when refused, asks a familiar adult for help. Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking. Communicates, “Tôi muốn ngồi đây,” [“I want to sit here,” in Vietnamese], when upset that there are no empty chairs near a friend. 	<ul style="list-style-type: none"> Offers a toy in exchange when another child has a desired toy. Asks another child who is painting at an easel, “When is it my turn? I’ve been waiting.” Leaves the block area after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children in play. 	<ul style="list-style-type: none"> Communicates, “I want a turn. Can I use the scooter after you go around two times?” after watching another child ride for a while. Communicates, “Don’t push!” to another child trying to fit at the water table, and then says, “Here’s a place,” and moves over. Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story. Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.

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



ATL-REG 6: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<i>There are no earlier levels for this measure</i>		Participates in a simple activity briefly	Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity	Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Continues self-selected activities on own, seeking adult support to work through challenges	Works through challenges on own while engaged in self-selected activities	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity
Possible Examples		<ul style="list-style-type: none"> • Puts a ring on and off of a ring stack a few times. • Fills and dumps sand from a bucket. • Shakes a bell while others are singing. • Uses hands to smear finger paint. • Activates a switch toy. 	<ul style="list-style-type: none"> • Chooses to play in the dramatic play area for a short while and then plays in the block area. • Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult’s encouragement to continue. • Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity. 	<ul style="list-style-type: none"> • Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. • Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks. • Pauses to watch children running by while scooping sand, but returns to scooping when the adult offers another sand toy. 	<ul style="list-style-type: none"> • Continues working on a difficult puzzle, asking an adult for help when needed. • Continues looking at a book as an adult encourages other children entering the same area to find a book. • Asks adult for headphones, while listening to a story on tape, when other children begin to play noisily nearby. • Starts to get ready to go outside with other children, and asks for adult assistance with fasteners when putting on shoes. 	<ul style="list-style-type: none"> • Continues to build a structure with interlocking blocks even when having difficulty finding the “right” pieces. • Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick. • Repeatedly tries to trace around own hand. • Completes an obstacle course using a walker, even on bumpy ground. 	<ul style="list-style-type: none"> • Continues to work on spinning a round hoop around own waist over successive days. • Continues at a pottery activity that involves shaping clay, letting it dry, painting it, and letting it dry some more. • Writes own name, then writes it more clearly a second time at classroom sign-in table.

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



ATL-REG 7: Shared Use of Space and Materials

Child develops the capacity to share the use of space and materials with others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
	<i>There are no earlier levels for this measure</i>	Demonstrates preferences for a few specific toys or materials	Takes and plays with materials of interest, even when they are being used by another child	Shows awareness that other children might want to use materials, by taking action to control the materials	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children	Follows expectations or procedures for sharing, most of the time, without adult prompting	Offers to share space or materials with others in the absence of explicit expectations for sharing
Possible Examples		<ul style="list-style-type: none"> Chooses to play with doll with red hair on repeated occasions. Chooses to play with the same toy dinosaur every day. Selects the green marker every time when at the art table. 	<ul style="list-style-type: none"> Takes another child’s toy, and seems surprised by the other child’s protest. Picks up a purple marker after another child put it down momentarily to do something else. Squeezes in between other children at the water table, making it difficult for the other children to continue their play. 	<ul style="list-style-type: none"> Keeps all of the crayons nearby even if only using one or two colors. Communicates, “Es mía,” [“It’s mine,” in Spanish], when another child reaches for a red cape. Places favorite dolls behind back when other children are playing in the doll area. 	<ul style="list-style-type: none"> Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting. Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table. Lets another child take a book from a pile nearby, but holds onto a few favorite books. 	<ul style="list-style-type: none"> Communicates to another child, “That’s mine [referring to a carpet square]. Go get one from the pile over there,” while getting ready for story time. Gets riding toys out of the shed to give to other children, according to the usual classroom practice. Communicates, “It’s my turn when you are done,” to a child who is using the tricycle. Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list. 	<ul style="list-style-type: none"> Brings a carpet square to another child while getting ready for story time, without being asked. Makes room for another child who wants to join in building a spaceship, and then offers a piece for the child to add. Uses a communication device to ask another child to join in making a necklace.

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



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:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Responds in basic ways to others Possible Examples <ul style="list-style-type: none"> 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. 	Uses senses to explore self and others <ul style="list-style-type: none"> 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. 	Recognizes self and familiar people <ul style="list-style-type: none"> Orients 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 own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name) <ul style="list-style-type: none"> 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. 	Expresses simple ideas about self and connection to others <ul style="list-style-type: none"> 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." 	Describes self or others based on physical characteristics <ul style="list-style-type: none"> 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. 	Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people <ul style="list-style-type: none"> 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. Says, "Ayokong hawakan ang suso. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog]. 	Compares own preferences or feelings to those of others <ul style="list-style-type: none"> 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. Communicates, "我喜歡游泳, 但是我姐姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

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



SED 2: Social and Emotional Understanding

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds to faces, voices, or actions of other people</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Looks at faces. Turns head toward an adult during feeding. Grasps an adult’s finger when palm of child’s hand is touched. 	<p>Shows awareness of what to expect from familiar people by responding to or anticipating their actions</p> <ul style="list-style-type: none"> Smiles when an adult continues after pausing during a game of pattycake. 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. 	<p>Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations</p> <ul style="list-style-type: none"> Pays attention to a familiar adult’s facial expressions when an unfamiliar person enters the room. Stops playing, looks up, and then smiles when hearing a familiar adult’s laugh. Starts to climb on a table, but pauses in response to an adult’s cautionary look and warning. 	<p>Adjusts behavior in response to emotional expressions of people who are less familiar</p> <ul style="list-style-type: none"> 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. 	<p>Identifies own or others’ feelings</p> <ul style="list-style-type: none"> 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. Communicates, “She wants the big truck.” Points to “angry” picture on emotion chart while looking at a peer. 	<p>Communicates, with adult assistance, about feelings that caused own behavior or others’ behavior</p> <ul style="list-style-type: none"> 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, “Cô bé nh m c a mình,” [“She misses her mommy,” in Vietnamese] when an adult asks, “What happened?” 	<p>Communicates ideas about why one has a feeling or what will happen as a result of a feeling</p> <ul style="list-style-type: none"> Communicates, “Magagalit siya kapag bumagsak na naman ang kanyang tulay,” [“He’ll be mad if his bridge is knocked down again,” in Tagalog]. Uses a communication device to express, “I feel sleepy when it gets dark.” Communicates, “I’m bored. I’m going to play with the blocks now.” 	<p>Communicates ideas about how own or another’s personality affects how one thinks, feels, and acts</p> <ul style="list-style-type: none"> 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.

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



SED 3: Relationships and Social Interactions with Familiar Adults

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds to faces, voices, or actions of familiar people</p> <p>Possible Examples</p> <ul style="list-style-type: none"> 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. 	<p>Shows a preference for familiar adults and tries to interact with them</p> <ul style="list-style-type: none"> 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. 	<p>Interacts in simple ways with familiar adults and tries to maintain the interactions</p> <ul style="list-style-type: none"> 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. 	<p>Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults</p> <ul style="list-style-type: none"> 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. 	<p>Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)</p> <ul style="list-style-type: none"> 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. 	<p>Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child</p> <ul style="list-style-type: none"> 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. 	<p>Takes initiative in creating cooperative activities with a familiar adult</p> <ul style="list-style-type: none"> 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." 	<p>Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems</p> <ul style="list-style-type: none"> 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.

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



SED 4: Relationships and Social Interactions with Peers

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Possible Examples							
<ul style="list-style-type: none"> • Cries when hearing the sound of another child crying. • Orients toward other children. • Notices another child nearby. 	<ul style="list-style-type: none"> • Moves excitedly when another child comes near. • Reaches toward another child to gain attention. • Smiles at another child. 	<ul style="list-style-type: none"> • Selects a truck when other children nearby are playing with trucks. • Explores a toy alongside another child who is also exploring. • Reaches for a toy in the water alongside other children at the water table. 	<ul style="list-style-type: none"> • Hands a bucket to a familiar peer sitting next to child in the sandbox. • Offers a block to a peer building a tower next to child. • Splashes excitedly with a peer at the water table, continuing back and forth. 	<ul style="list-style-type: none"> • Takes a few turns trying on hats with a peer in the dramatic play area. • Plays chase briefly outside with two peers, and then goes to play alone in sandbox. • Plays cars with a peer for a short while. 	<ul style="list-style-type: none"> • Builds a train track with two friends, taking turns connecting the track pieces. • Laughs and makes funny noises or faces with a friend while singing a song together. • Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together. 	<ul style="list-style-type: none"> • Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow. • Invites friends to continue playing family from the day before. • Offers a new object for a fort that child has built with peers over several days. • Plays restaurant with friends, showing them the signs for food to be ordered. 	<ul style="list-style-type: none"> • Plans how to build a boat with several peers, choosing materials and negotiating tasks. • Plays superheroes with peers, planning different characters and scenarios. • Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

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



SED 5: Symbolic and Sociodramatic Play

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds to people or objects in basic ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • Cries in response to a loud voice. • Looks toward a lamp when it is turned on. • Moves arm in response to a touch. 	<p>Explores people and objects in a variety of ways</p> <ul style="list-style-type: none"> • 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. 	<p>Uses or combines objects in functional or meaningful ways</p> <ul style="list-style-type: none"> • 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. 	<p>Pretends that an object represents another object or serves a different purpose</p> <ul style="list-style-type: none"> • 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. 	<p>Engages in pretend-play sequences</p> <ul style="list-style-type: none"> • 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. • Sits in a box, pretending it is a boat. 	<p>Engages in pretend play with others around a shared idea</p> <ul style="list-style-type: none"> • Sits in a box with a peer, holding a “steering wheel,” and communicates, “My turn to drive the bus.” • Pours “coffee” for friends while seated together at a table in the dramatic play area. • Pretends to put out fires on the playground with others, using pretend hoses and wearing firefighter hats. 	<p>Engages in roles in pretend-play sequences with others</p> <ul style="list-style-type: none"> • Pumps arm while saying, “Whoop-whoop,” and then collects “tickets” from seated “passengers.” • 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. 	<p>Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea</p> <ul style="list-style-type: none"> • 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.

- 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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds to voices, sounds, gestures, or facial expressions in basic ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • 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. 	<p>Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)</p> <ul style="list-style-type: none"> • Smiles or gurgles in response to a familiar adult's voice or simple gestures. • Makes a sound similar to "Mmmm" during a social interaction with a familiar adult. • Averts eyes to disengage from a social interaction with an adult. 	<p>Recognizes a few frequently used words or gestures in familiar situations</p> <ul style="list-style-type: none"> • 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?" • Orients toward a familiar person or thing when it is named. 	<p>Shows understanding of a variety of single words</p> <ul style="list-style-type: none"> • 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. 	<p>Shows understanding of frequently used simple phrases or sentences</p> <ul style="list-style-type: none"> • 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." 	<p>Shows understanding of a wide variety of phrases or sentences</p> <ul style="list-style-type: none"> • 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?" 	<p>Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities</p> <ul style="list-style-type: none"> • 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. 	<p>Shows understanding of language that refers to abstract concepts, including imaginary events</p> <ul style="list-style-type: none"> • 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 of a cocoon after sharing a book about the life cycle of a butterfly. 	<p>Shows understanding of a series of complex statements that explain how or why things happen</p> <ul style="list-style-type: none"> • Explains how to plant seeds to a peer after an adult reads a book about planting seeds. • 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.

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



LLD 2: Responsiveness to Language

Child communicates or acts in response to language and responds to increasingly complex language

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds to voices, sounds, gestures, or facial expressions in basic ways</p>	<p>Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)</p>	<p>Responds to a few frequently used words or gestures in familiar situations</p>	<p>Responds to simple comments that relate to a present situation</p>	<p>Responds to one-step requests or questions that involve a familiar activity or routine</p>	<p>Carries out a one-step request that relates to a new or an unfamiliar activity or situation</p>	<p>Carries out multi-step requests that involve a familiar activity or situation</p>	<p>Carries out multi-step requests that involve a new or unfamiliar activity or situation</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Reaches for a familiar object after it is named. • Communicates, "Bye-bye," in response to a parent waving and saying, "Bye-bye." • Signs, "More," after an adult asks, "More milk?" 	<ul style="list-style-type: none"> • 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." 	<ul style="list-style-type: none"> • 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?" • Brings shoes 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?" 	<ul style="list-style-type: none"> • Puts compostable cup into compost bin recently added to the room after adult communicates, "Please put your cup in the compost bin." • Follows simple direction to tag another child when learning a new game. • Gets drum after adult communicates, "Let's get ready for the new music teacher." 	<ul style="list-style-type: none"> • Puts toy in cubby and goes to rug when adult communicates it is time to put your toy in the cubby and go to the rug for story time. • 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." 	<ul style="list-style-type: none"> • 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:

Responding		Exploring			Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Makes sounds spontaneously	Uses sounds, gestures, or facial expressions to communicate	Uses a few “first words,” word-like sounds, or gestures to communicate	Uses a variety of single words to communicate	Uses two words together to communicate	Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events
Possible Examples								
<ul style="list-style-type: none"> • Cries. • Coos. • Gurgles. 	<ul style="list-style-type: none"> • Smiles when a familiar person approaches. • Cries or looks at an adult when hungry. • Vocalizes or babbles while interacting with an adult. 	<ul style="list-style-type: none"> • Asks for food when hungry, by using a special word, sound, or gesture for food. • Communicates, “Mama,” “Dada,” “Baba,” or similar word approximations. • Reaches for or gestures for an object. 	<ul style="list-style-type: none"> • Names familiar foods, toys, or family members. • Communicates ideas such as “No,” “More,” or “Up.” • Indicates a picture of a ball when asked what the child wants to play with next. 	<ul style="list-style-type: none"> • Communicates, “Mommy come,” when wanting a parent. • Communicates, “More juice,” when thirsty. • Communicates, “我的卡车!” [“My truck!” in Chinese] after another child takes a toy truck. 	<ul style="list-style-type: none"> • Communicates, “A mí me 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. 	<ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • Communicates to a peer, during play, “Yesterday we made vegetable soup.” (“We” is a pronoun; “made” is past tense.) • Communicates, “His birthday is tomorrow. He will be five.” (“His” is a possessive pronoun; “he” is a pronoun; “will be” is future tense.) • Communicates in sign language that the cat’s feet are wet. (“Cat’s” is possessive; “feet” is plural.) • Communicates, “He ran really fast,” [He <i>ran</i> really fast]. (“Ran” is past tense with a grammatical error.) 	<ul style="list-style-type: none"> • Communicates, “Dragons don’t need bikes ‘cause they can fly. They have really big wings.” • Communicates to a peer, “Let’s hurry and clean up so we can go outside to ride bikes.” • Communicates via spoken words, signs, or a communication device, “The dog ate the cat’s food, and then he got in trouble. We put him outside and he was very sad.” • Communicates, “Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas,” [“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



LLD 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
<p>Responds to sounds or movements of others in basic ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> 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. 	<p>Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions</p> <ul style="list-style-type: none"> Smiles at an approaching familiar adult. Makes sounds when a familiar adult stops talking. Reaches toward a familiar adult. 	<p>Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions</p> <ul style="list-style-type: none"> Expresses, “Ba,” in response to an adult talking about a ball, and then waits for the adult to respond. Waves, “Good-bye,” after parent waves, “Good-bye.” Covers eyes to signal an adult to continue playing peek-a-boo. 	<p>Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning</p> <ul style="list-style-type: none"> 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?” 	<p>Engages in brief back-and-forth communication, combining words to communicate meaning</p> <ul style="list-style-type: none"> Makes eye contact with an adult while holding a stuffed bear. When the adult asks, “Whose teddy bear is that?” communicates, “My bear.” Communicates with an adult, during lunch, “Thèm phô mai,” [“More cheese,” in Vietnamese]. When the adult responds, “You really like cheese!” communicates, “Con thích phô mai,” [“I like cheese,” in Vietnamese]. Communicates, “That’s a monkey,” while reading a story with an adult. When the adult says, “Yes, he’s climbing,” replies, “Climbing up high.” 	<p>Engages in brief back-and-forth communication, using short phrases and sentences</p> <ul style="list-style-type: none"> Communicates, “我是寶寶,” [“I’m the baby,” in Chinese] after a peer communicates, “I’m the mommy,” while playing house. Hands play dough to a peer. When the peer takes the play dough and says, “I’m gonna make a dog,” responds, “I’m making a snake.” Asks a peer for some blocks to put in child’s truck while playing with trucks. When the peer replies, “Here,” and hands over several blocks, responds, “That’s too many,” and takes only two blocks from the peer. 	<p>Engages in brief conversations with a shared focus</p> <ul style="list-style-type: none"> 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.” Responds to an adult’s comments about animals that live in the zoo, “Fui al zoológico,” [“I went to the zoo,” in Spanish]. When an adult replies, “There are lots of animals in the zoo,” child says, “Los caimanes son los animales que más me gustan,” [“I like the alligators best,” in Spanish] and continues to converse about other animals at the zoo. Has a brief conversation with a peer while looking at a caterpillar together. Comments, “That is really hairy.” When peer responds, “Yeah, really hairy,” child continues, “He has lots of legs, too.” 	<p>Engages in conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas</p> <ul style="list-style-type: none"> 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 the park with the big playground.” Then when peer says, “My grandma takes me to the park,” child responds, “My grandma takes me to the store.” Conversation continues. Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds. 	<p>Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas</p> <ul style="list-style-type: none"> Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow. Has a conversation with a peer before and while building a fort, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it. Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.

* 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



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:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Attends or responds to people or things in basic ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • Quiets to the sound of a familiar voice. • Moves in response to an approach by a familiar adult. • Orients to an adult's face or voice during a caregiving routine. 	<p>Plays with books; and Responds to other literacy activities</p> <ul style="list-style-type: none"> • 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]. 	<p>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</p> <ul style="list-style-type: none"> • 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. 	<p>Looks at books on own briefly, or Chooses to join reading, singing, or rhyming activities led by an adult</p> <ul style="list-style-type: none"> • 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. 	<p>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</p> <ul style="list-style-type: none"> • 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. 	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p> <ul style="list-style-type: none"> • 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. 	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p> <ul style="list-style-type: none"> • Uses flannel-board pieces to retell parts of a story after story time. • Retells a familiar story to a peer while pretending to read from a book. • Uses a communication device to tell the sequence of events in a favorite story. • Pretends to be a character from a story, using props. 	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p> <ul style="list-style-type: none"> • 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.

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



LLD 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating	
Earlier	Later	Earlier	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	
Possible Examples		<i>There are no earlier levels for this measure</i>		Shows interest when attending to books, pictures, or print materials, with an adult	Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult	Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events
		<ul style="list-style-type: none"> Looks at a picture book with an adult. Brings a favorite book about baby animals to an adult, to be reread often. Points to photos, with captions, that were taken while on a nature walk. Turns the page after an adult stops reading a book. Touches Braille and image of sheep with textured wool in a book and says, "Sheep." 	<ul style="list-style-type: none"> Answers, "Cow," when adult asks, "What do you see?" while reading a book about farm animals together. Communicates, "Alli dentro," ["In there," in Spanish] when asked, "Where's the mouse?" while an adult reads a book aloud. Communicates, "Pasta," after an adult points out items on a children's menu. 	<ul style="list-style-type: none"> Communicates, "Elephants have really big ears," after an adult reads about elephants. Asks, "Why did they go there?" during the reading of a story. Points to a lighted exit sign and asks, "What does that say?" 	<ul style="list-style-type: none"> Reenacts a story about firefighters with peers, using props for hoses, boots, and hats. Pretends to direct traffic on the bike path after listening to a book about what community helpers do. Uses a shawl to carry a doll after a read-aloud of the storybook <i>What Can You Do with a Rebozo?</i> ["Shawl" in Spanish]. Communicates that the caterpillar will have a stomachache, after rereading <i>The Very Hungry Caterpillar</i>. 	<ul style="list-style-type: none"> Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?" Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book <i>Where the Wild Things Are</i>. Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story <i>Caps for Sale</i>. 	<ul style="list-style-type: none"> Communicates, using a communication board, "Firefighters have to wear special clothes so that they don't get burned," after an adult reads a book about what firefighters do. Holds up two books about bears and communicates, "Ang dalawang aklat na ito ay tungkol sa mga uso, ngunit ang mga uso sa Goldilocks ay mas maganda," ["These two books are about bears, but the bears in <i>Goldilocks</i> are nicer," in Tagalog]. Relates what happens in a familiar storybook to a peer as they begin to share the book together. Brings a book from home and communicates to the class about what happens in the story and why. 		

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



LLD 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples		<i>There are no earlier levels for this measure</i>	Explores books	Engages with print materials while being read to by an adult	Demonstrates awareness of the way books are handled	Demonstrates understanding that print and symbols carry meaning	Demonstrates understanding of how to follow print on a page of text	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
			<ul style="list-style-type: none"> • Opens and closes a book. • Touches the pages of a book when looking at a book on own. • Holds or carries a book. • Brings book to adult. 	<ul style="list-style-type: none"> • Points to pictures in a book while an adult reads the book aloud. • Asks, "What's that?" when pointing to a picture in a book. • Lifts tabs in an interactive book while being read to by an adult. 	<ul style="list-style-type: none"> • Picks up a book, opens it up, and then turns it right side up. • "Reads" to self, attempting to turn pages from front to back. • Turns pages of an adapted book, using ice pop stick handles. 	<ul style="list-style-type: none"> • Points at a stop sign and then communicates, "That means stop," while on a neighborhood walk. • Points to the print while pretending to read a page with both print and pictures. • Requests that an adult write words next to a picture the child has drawn. 	<ul style="list-style-type: none"> • Moves fingers along print, from one end of the page to another. • Points to the first word on a page and then communicates, "B t đ u đây," ["Start here," in Vietnamese]. • Points to the words on the front cover of the book or title page and communicates that it is the name of the book. • Follows along Braille text with both hands. 	<ul style="list-style-type: none"> • Communicates, "There are two words on this sign," while looking at a sign with the words "Writing Center." • Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as "corn," "milk," and "bread." • Communicates that the first letter or sound of a peer's name is the same as the first letter or sound of child's own name.

* Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



LLD 8: Phonological Awareness

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples		<i>There are no earlier levels for this measure</i>	Attends to sounds or elements of language	Demonstrates awareness of variations in sounds	Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats simple nursery rhymes	Demonstrates awareness of larger units of language (e.g., words, syllables)	Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects	Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects
			<ul style="list-style-type: none"> Turns toward adult when adult sings a song. Looks at adult's hands when adult signs "more." Attends to adult saying, "bye-bye." 	<ul style="list-style-type: none"> Whispers a word, and then says it loudly. Communicates, "No, no, no, no," varying pitch. Uses sounds or hand movements to play with variations of stress and rhythm. 	<ul style="list-style-type: none"> Rhymes children's names with other words during a group sing-along. Sings "Twinkle, Twinkle, Little Star" with a group. Communicates the rhyming word "fall," after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . . . ?" Uses signs to participate in a song such as "The Wheels on the Bus." 	<ul style="list-style-type: none"> Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words. Claps the syllables in familiar words, such as children's names or days of the week, with adult and peers. Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat," with adult and peers. 	<ul style="list-style-type: none"> Answers, "Goldfish," after an adult asks, "If you put together the words 'gold' and 'fish,' what word does that make?" Communicates, "Rain," after an adult communicates, "There are two words in 'raincoat.' What happens when we take away the word 'coat?'" while moving a picture of a coat away from a picture of rain. Communicates, "Zebra," after an adult separates the word into syllables, and says, "Ze-", and "-bra," while looking at a wordless picture book about the zoo. Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables 'mark-' and '-er' together?" 	<ul style="list-style-type: none"> Communicates, "Cup," at the snack table, after an adult says, "I have a c-up. What do I have?" Communicates, "Ice," after an adult asks what word is left when the m- is removed from the word "mice," while playing a word game. Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say 'dog'?" while looking at pictures of dogs together.

* Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.

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



LLD 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples		<i>There are no earlier levels for this measure</i>	Demonstrates awareness that pictures represent people or things	Demonstrates awareness of a few common simple symbols in the environment	Demonstrates awareness of a few letters in the environment	Identifies some letters by name	Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters make up words	Identifies most upper-case letters; and Identifies most lower-case letters; and Shows understanding that a letter corresponds to a sound in words
			<ul style="list-style-type: none"> Points to a picture of a bird in a book when adult communicates, "Bird." Goes and gets teddy bear after seeing a picture of a bear. Sees a photo of mother and communicates, "Mama." 	<ul style="list-style-type: none"> Recognizes that a stop sign means "stop." Places paper in a recycling bin after noticing the recycling symbol (three arrows forming a circle) on the bin. Notices a familiar store or business in the neighborhood from its logo. Asks an adult what signs in Braille say. 	<ul style="list-style-type: none"> Holds up hand or communicates, "Me," when an adult holds up a sign with child's name. Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs. Communicates, "I found the same letter," when playing a letter matching game in print or Braille. 	<ul style="list-style-type: none"> Names some letters while looking at an alphabet book. Points and names some letters in an alphabet puzzle. Identifies some letters in Braille. 	<ul style="list-style-type: none"> Names at least ten letters while placing them on a magnet board. Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately). Says, "Fish," after reading the word in Braille. 	<ul style="list-style-type: none"> Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby. Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book. Communicates, "Ball starts with B," after hearing the word "ball" in a story. Looks at the word "mat" in large print and says "m" (letter sound).

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



LLD 10: Emergent Writing

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples		<i>There are no earlier levels for this measure</i>	Makes marks on paper	Makes scribble marks	Makes scribble marks or simple drawings that represent people, things, or events	Makes marks to represent own name or words	Uses letters or clearly recognizable approximations of letters to write own name	Writes several words or a few simple phrases, or clearly recognizable approximations
			<ul style="list-style-type: none"> Dips sponge in paint and dots onto paper. Makes a dot on a paper and then makes more dots using different markers. Holds crayon against paper. 	<ul style="list-style-type: none"> Uses crayons, pencils, or markers to make back-and-forth marks. Paints using large or small movements. Scribbles by moving finger on screen of tablet or by using Braille writer. 	<ul style="list-style-type: none"> Draws circles and lines and comments, "Baby," and "Mommy." Makes marks on paper and then explains that it is a birthday cake. Draws a series of lines to represent a house and a tree. Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer. 	<ul style="list-style-type: none"> Makes marks that are linear and spaced like letters or words while writing a pretend grocery list. Makes marks for a restaurant order in the dramatic play area. Uses an adaptive device to hold a marker to make marks on paper to represent the word "mom." 	<ul style="list-style-type: none"> Writes own name on drawings made in class. Signs a self-made card to grandma with a close approximation of own name. Uses a few letter stamps to represent own name. 	<ul style="list-style-type: none"> Writes, "bog" ["dog"], copying the word from a book, to label a drawing of a dog. Writes "STOP" on a stop sign in a drawing. Writes "I love you" on a drawing made for a family member. Uses a Braille writer to practice writing a few simple words.

* Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



ELD 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English

Conditional Measure

Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

Discovering Language <input type="radio"/>	Discovering English <input type="radio"/>	Exploring English <input type="radio"/>	Developing English <input type="radio"/>	Building English <input type="radio"/>	Integrating English <input type="radio"/>
<p>Recognizes a few frequently used words or gestures in the home language and culture in familiar situations</p>	<p>Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)</p>	<p>Attends to interactions in English and sometimes participates in activities conducted in English; <i>and</i> Shows understanding of a few common English words in familiar contexts or routines</p>	<p>Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both</p>	<p>Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both</p>	<p>Shows understanding of most information and concepts communicated in English for both instructional and social purposes</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> Waves good-bye after an adult communicates, "Good-bye," in the child's home language and culture. Indicates interest in continuing an activity after an adult pauses and asks to continue in the child's home language and culture. Orients toward a familiar person or thing when it is named in the home language. 	<ul style="list-style-type: none"> Adds a block to the top of a tower in response to a question in the child's home language, "Can you make it taller?" Passes a book to another child when requested in the child's home language, having not responded to the same request in English. Seeks out and plays with peers who speak the child's home language, while in the dramatic play area. 	<ul style="list-style-type: none"> Pauses to listen to peers speaking English for a short period of time while playing in the sandbox. Nods head when an adult at the snack table asks in English, "Do you want more apples?" while holding up a plate of apple slices. Begins to put blocks on a shelf when a peer says in English, "Clean-up time." 	<ul style="list-style-type: none"> Points to the ball when a peer says in English, "Where is the ball?" during outdoor play time. Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer. Approaches the door to go inside when an adult says in English, "It is time to go in for a snack," and adds, "¡Hora de comer!" ["Time to eat!" in Spanish]. 	<ul style="list-style-type: none"> Adds more blocks to a road when a peer communicates in English, "We need a longer road." Pretends to talk on the phone when a peer says in English, "Baby's sick. Call the doctor." Puts drawing on the counter after an adult points to the counter and requests in English, "Please put your drawing on the counter. It's wet and it needs to dry." 	<ul style="list-style-type: none"> Sorts orange and green squash after an adult says in English, "Let's separate them by color." Brings a bigger block to a peer in response to a question in English by the peer, "Could you bring me the bigger block?" Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.

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



ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English

Conditional Measure

○ Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

Discovering Language ○	Discovering English ○	Exploring English ○	Developing English ○	Building English ○	Integrating English ○
<p>Uses a few “first words” or word-like sounds or gestures to communicate in home language</p>	<p>Communicates in home language or nonverbally, or both</p>	<p>Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English</p>	<p>Communicates in English, using single words and common phrases (may mix English with home language)</p>	<p>Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)</p>	<p>Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> Asks for food when hungry, by using a special word, sound, or gesture for food. Communicates from child's home language, “Mama,” “Dada,” or other word approximations. Reaches for or gestures for an object. 	<ul style="list-style-type: none"> Takes an adult's arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container. Nods, “Yes,” and responds in home language in response to a routine question such as, “Do you want more milk?” while an adult holds up a pitcher of milk. Communicates, “¿Puedo pintar contigo?” [“Can I paint with you?” in Spanish] while approaching a peer who is painting. Communicates, “这是它们的家,” [“This is their home,” in Chinese] while putting some toy animals under a blanket in the dramatic play area. 	<ul style="list-style-type: none"> Communicates in English, “Bye,” to a peer when leaving at the end of the day. Greets peers in home language and joins in singing the words “good morning” in English during the daily morning song. Chimes in with, “The end!” in English when an adult finishes reading a story to a small group of children. 	<ul style="list-style-type: none"> Communicates in English, “Marker,” to ask for a marker from a peer while playing restaurant in the dramatic play area. Communicates in English, “I do a house,” [“I made a house,”] while painting. Communicates to a peer in English, “My turn,” and gestures at the slide during outdoor play. Communicates, “The dog 变成一个 lady 了,” [“The dog turned into a lady,” in English and Chinese] while helping to put a dress on a stuffed dog in the dramatic play area. 	<ul style="list-style-type: none"> Communicates to a peer while playing with play dough, “I make galletitas [“cookies” in Spanish] and pan [“bread” in Spanish]. You like it?” [“I made cookies and bread. Do you like it?”] Communicates to a peer in English, “Come! I show you!” [“Come! I will show you!”] and brings the peer to child's cubby, where child takes a stuffed animal out of a bag. Communicates in English, “The lamb lick my hand!” [“The lamb licked my hand!”] when describing a family trip to a petting farm that occurred last weekend. Communicates to a peer, “My dad ride a ng a,” [“My dad rides a” in English; “horse” in Vietnamese] while attempting to draw a horse. 	<ul style="list-style-type: none"> Communicates in English, “This is happy new year. This is mommy and me. We saw the dragon,” in response to an adult asking, “Tell me about your picture.” Communicates to a peer, “I ate huevitos [“little eggs” in Spanish]. The huevitos were really yummy! My papi [“daddy” in Spanish] and me, we get them at la tienda [“the little store” in Spanish].” Communicates in English, “I'm going to cook them now,” while throwing some noodles made with play dough into a toy pot, and later puts “cooked noodles” on a plate and communicates, “Here's a plate for you,” while handing it to a peer.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence



ELD 3: Understanding and Response to English Literacy Activities

Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English

Conditional Measure

Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

Discovering Language <input type="radio"/>	Discovering English <input type="radio"/>	Exploring English <input type="radio"/>	Developing English <input type="radio"/>	Building English <input type="radio"/>	Integrating English <input type="radio"/>
<p>Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Looks at pictures in a book for a short time while a familiar adult reads in the home language. Reaches to turn the page of a board book as a familiar adult talks or signs in the home language about the pictures on the page. Uses simple hand movements to participate during a familiar song or rhyme in the home language. 	<p>Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support</p> <ul style="list-style-type: none"> Joins in with peers who are singing a song or chanting in child's home language. Looks at pages of a picture book with a peer while an adult reads the book aloud in English. Attends to the retelling of a story in English on the flannel board, after the story has been read in child's home language. 	<p>Uses home language, gestures, or single words in English to show understanding of literacy activities in English</p> <ul style="list-style-type: none"> Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers. Gestures at a picture of a baby bear and says, "Baby," while an adult is reading a book about animals in English to a small group of children. Comments in home language about a picture in a book, after hearing other children making comments. 	<p>Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)</p> <ul style="list-style-type: none"> Repeats the first line of "Five Little Monkeys Jumping on the Bed," with accompanying hand motions. Draws a picture and communicates, "This is spider. This is fly," after listening to the book <i>The Very Busy Spider</i>. Communicates to a peer, "Look! Look! ¡Una oruga ['a caterpillar' in Spanish]! Like the book!" while playing outside, after <i>The Very Hungry Caterpillar</i> was read aloud in English. 	<p>Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)</p> <ul style="list-style-type: none"> Brings the book <i>Rosie's Walk</i> to a peer and communicates, "Chicken take a walk. Fox want eat her. Oh, no!" Communicates, "Baby bear mad! The girl, she eat it all. Lahat ito!" ["The baby bear is mad! The girl, she ate it all," in English; "All of it!" in Tagalog] during a teacher-guided discussion in English about <i>The Three Little Bears</i>, which has been read aloud and retold on several occasions with props. Communicates most of the words of "Five Little Monkeys Jumping on the Bed" and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head. 	<p>Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)</p> <ul style="list-style-type: none"> Communicates to a peer, "Sharks have sharp teeth to bite, and they swim fast," while paging through a book about the ocean. Communicates, "My mommy kiss me before I come to school. She say, 'I love you, hijito.' Then she goes to work," while reading <i>The Kissing Hand</i> with an adult. ["Hijito" is a term of endearment that is often used with young children in some South American countries.] Communicates, "She sat in Papa Bear's chair. It was enorme ["enormous" in Spanish]. She sat in Baby Bear's chair. It was teeny and she broke it! She was really scared," while playing with flannel-board characters in <i>The Three Little Bears</i>.

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



ELD 4: Symbol, Letter, and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

Conditional Measure

Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

Discovering Language <input type="radio"/>	Discovering English <input type="radio"/>	Exploring English <input type="radio"/>	Developing English <input type="radio"/>	Building English <input type="radio"/>	Integrating English <input type="radio"/>
<p>Demonstrates awareness that pictures or objects can represent people or things</p>	<p>Demonstrates awareness that symbols carry meaning or that print in home language carries meaning</p>	<p>Demonstrates awareness that print in English carries meaning</p>	<p>Demonstrates understanding that English print consists of distinct letters with names in English</p>	<p>Identifies several English letters; and Recognizes own name in English print</p>	<p>Identifies at least ten English letters; and Identifies a few printed words frequently used in English</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> Points to a picture of a bird in a book after seeing or hearing a bird outside. Goes and gets teddy bear after seeing a picture of a bear. Sees a photo of mother and communicates in home language, "Mama." Explores a toy teacup and tries to take a drink. 	<ul style="list-style-type: none"> Shows an adult a book and requests, "M có th đ c cho con nghe quy n sách này không?" ["Can you read me this book?" in Vietnamese]. Gestures toward a Chinese character representing own name and says name. Asks an adult to read a note written in home language by a parent. Brings tricycle to a stop when a peer holds up a stop sign. 	<ul style="list-style-type: none"> Points to a caption written in English under a picture and asks an adult, in home language, what it says. Points to the printed word "flower" under a picture of a flower and says, in home language, "That says 'flower.'" Gestures to the title of a book about trucks and communicates to an adult, in home language, "This book is about trucks." 	<ul style="list-style-type: none"> Asks, in home language or in English mixed with home language, "What letter is this?" while pointing to the first letter of own name on cubby label. Communicates in English, "M," while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M). Gestures toward the letter O on a peer's name tag after drawing an O in a sand tray. 	<ul style="list-style-type: none"> Gestures at name printed in English and communicates, in English or home language, "That's my name." Names four English letters correctly while playing with magnetic letters with a peer. Communicates, "I have a T, and you have a T. I have an A, but not you," ["I have an A, but you don't."] while gesturing at own name and a peer's name. 	<ul style="list-style-type: none"> Names all the letters in own name correctly one by one, and then gestures at a friend's name and names several letters, while standing at the name chart. Recognizes words posted in the writing center, such as "Mom," "Dad," and "love," after a small group activity about writing letters to family members. Identifies labels such as "blocks," "door," "books," or "art" while showing own grandma around the room. Communicates to a peer, "Mira, este dice ["Look, this says" in Spanish] 's-t-o-p' [using English letter names]," while pointing to a stop sign to a Spanish-speaking peer.

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



COG 1: Spatial Relationships

Child increasingly shows understanding of how objects move in space or fit in different spaces

Conditional Measure

Measure not rated: the child's development is beyond the latest developmental level. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle	Later	Earlier
<p>Moves body parts in basic ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • Moves hand to mouth. • Lifts head from an adult's shoulder. • Stretches while lying on back. 	<p>Attends or responds as objects, people, or own body move through space</p> <ul style="list-style-type: none"> • 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. 	<p>Explores how self or objects fit in or fill up different spaces</p> <ul style="list-style-type: none"> • 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. 	<p>Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities</p> <ul style="list-style-type: none"> • 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. 	<p>Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space</p> <ul style="list-style-type: none"> • 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. 	<p><i>There are no later levels for this measure</i></p>		

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



COG 2: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Attends to people, objects, or events</p> <p>Possible Examples</p> <ul style="list-style-type: none"> Looks at people’s faces. Quiets in response to an adult’s voice. Closes hand around an adult’s finger. 	<p>Interacts differently with familiar people and objects than with unfamiliar people and objects</p> <ul style="list-style-type: none"> Smiles at a familiar adult’s face or voice. Reaches for own special blanket or toy from home. Turns face away from an approaching unfamiliar adult. 	<p>Associates a person or object with another person or object, based on a similarity or relationship between them</p> <ul style="list-style-type: none"> Looks for the hammer that goes with the pounding bench. Looks at another child when the child’s parent walks into the room. Looks for baby bottle when playing with baby doll. 	<p>Selects some objects that are similar from a collection of objects</p> <ul style="list-style-type: none"> Selects the shovels from among toys in the sandbox. Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack. Picks out some train cars from a box of toys. 	<p>Sorts objects into two groups based on one attribute, but not always accurately</p> <ul style="list-style-type: none"> Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile. Sorts rocks into two piles, big and small, after a neighborhood walk. Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf. 	<p>Sorts objects accurately into two or more groups based on one attribute</p> <ul style="list-style-type: none"> Separates a pile of toy animals by kind (e.g., dogs, cats, and birds). Puts crayons, pencils, and markers into different containers. Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square. 	<p>Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups</p> <ul style="list-style-type: none"> Sorts buttons by color, and then sorts all of them again by shape or size. Sorts shoes based on color, and then re-sorts by type (e.g., slippers, boots, tennis shoes). Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items. 	<p>Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute</p> <ul style="list-style-type: none"> Separates tiles into four groups: blue circles, blue squares, red circles, and red squares. Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks. Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).

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



COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds to people or objects in basic ways</p>	<p>Responds to changes in the number of objects observed or interacted with</p>	<p>Demonstrates awareness of quantity</p>	<p>Uses number names, but not always correctly, in situations related to number or quantity</p>	<p>Identifies small quantities without counting, up to three</p>	<p>Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten</p>	<p>Shows understanding that the last number counted is the total number of objects in the group</p>	<p>Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Attends to one moving toy on a mobile, then to another. Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult. Holds an object in each hand, and then touches the two objects together. 	<ul style="list-style-type: none"> Communicates, "More," during lunch. Dumps small cars out of a bucket. Gestures for more when playing with play dough. Shows excitement when an adult offers another book. 	<ul style="list-style-type: none"> Communicates, "Dos," ["Two," in Spanish] and holds up two cups in the play kitchen. Communicates, "One, two, five, one, two," while pointing randomly to objects in a group. Signs, "Two," in response to the question of "How old are you?" 	<ul style="list-style-type: none"> Communicates a desire for two apple slices after noticing that a peer has two apple slices. 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. 	<ul style="list-style-type: none"> Counts out loud, "一, 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. 	<ul style="list-style-type: none"> Counts ducks in a storybook, "One, two, three, four, five," and then communicates that there are five. Communicates that there are six rocks after counting a collection of six rocks. Counts four pencils and says, "Apat," ["Four," in Tagalog] when asked how many pencils there are. 	<ul style="list-style-type: none"> 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
- Unable to rate this measure due to extended absence



COG 4: Number Sense of Math Operations

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<i>There are no earlier levels for this measure</i>		Demonstrates awareness of quantity	Manipulates objects and explores the change in the number in a group	Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less	Identifies the new number of objects after one object is added to or removed from a set of two or three objects	Uses counting to add or subtract one or two objects to or from a group of at least four objects	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
Possible Examples		<ul style="list-style-type: none"> • Gestures for more when playing with play dough. • Dumps small cars out of a bucket. • Communicates, “All gone,” after noticing that there is no more fruit in the bowl. 	<ul style="list-style-type: none"> • Puts objects in a dump truck or container, dumps them out, then puts them back in one at a time. • Moves toy farm animals into and outside of a toy barn while playing with the farm set. • Takes objects from two different piles to create a new pile by using a touchscreen tablet or computer. 	<ul style="list-style-type: none"> • Notices when another child’s bowl has more crackers than own bowl, and asks an adult to add crackers to own bowl. • Communicates, “Ahora tenemos más,” [“Now we have more,” in Spanish] when an adult combines markers from the shelf with some on the table. • Communicates, “They’re almost gone,” after taking the next-to-last unit block out of the basket. 	<ul style="list-style-type: none"> • Communicates, “Now we have three,” when adding a third snail to the two collected from the yard. • Communicates, “Only two left,” when an adult removes a broken wagon from a group of three wagons. • Gives one of two cars to another child, and then communicates, “Tôi có m t cái và b n có m t cái,” [“I have one and you have one,” in Vietnamese]. 	<ul style="list-style-type: none"> • Counts out five small crackers, “One... two... three... four... five.” After eating two, counts, “One... two... three,” and communicates, “Now, I’ve got three.” • Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left. • Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars. 	<ul style="list-style-type: none"> • Communicates, “I had four hair clips, but I gave one to my sister. Now I have three.” • Brings six napkins to the table after an adult communicates, “We usually have four children, but today we have two visitors, so how many napkins do we need altogether?” • Holds up five fingers and then one finger, counts them, and communicates, “Six,” when asked, “If you had five crackers, and you took one more, how many crackers would you have?”

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



COG 5: Measurement

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<i>There are no earlier levels for this measure</i>		Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)	Explores how objects differ by properties (e.g., size, length, weight, capacity)	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)	Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)
Possible Examples		<ul style="list-style-type: none"> • Gestures by holding one hand high in the air to indicate that an adult is tall. • Positions arms and legs far apart to "catch" a big ball while sitting on the floor. • Finds the big doll when asked to do so. • Grunts before picking up an object that might be heavy. 	<ul style="list-style-type: none"> • Makes repeated attempts to put different-sized trucks into a small tunnel. • Carries an empty purse with one hand, fills the purse with blocks, and then uses both hands to pick up the purse. • Pours water or sand back and forth between containers of different sizes. 	<ul style="list-style-type: none"> • Gestures to indicate how big the family dog is, when asked. • Communicates, "This pumpkin is so heavy." • Communicates, "My braid goes down my back. It's long." 	<ul style="list-style-type: none"> • Communicates, "Este es más largo," ["This one is longer," in Spanish] when placing train tracks side by side to check which is longer. • Chooses the bigger of two buckets when asked to bring the one that will hold more water. • Communicates, "Mine is taller," when building a block tower next to a peer's block tower. 	<ul style="list-style-type: none"> • Arranges several leaves by size while outside on the playground. • Lines up several stuffed animals from smallest to largest, during pretend play. • Arranges five shapes on an electronic tablet from small to large by touching and dragging. • Puts four different objects on a balance scale, then lines them up from lightest to heaviest. 	<ul style="list-style-type: none"> • Fills a measuring cup twice to add two cups of oatmeal during a cooking activity. • Uses a balance scale to find out which of two fruits is heavier. • Uses footsteps to measure the length of a rug and communicates, "This rug is 10 steps long!"

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



COG 6: Patterning

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
	<i>There are no earlier levels for this measure</i>	Notifies and responds to simple repeating sequences	Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions	Matches simple sequences that are seen, heard, or experienced	Attempts to create simple repeating patterns (with two elements)	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern	Creates, copies, or extends complex patterns (with three or more elements)
Possible Examples		<ul style="list-style-type: none"> Watches intently and waves hands while adult sings "Open, shut them" song. Makes "E" sound during a song of "E-I-E-I-O." Watches another child hit drum twice, followed by adult hitting the drum twice. 	<ul style="list-style-type: none"> Pays attention to and attempts to follow the sequence as an adult claps, taps, claps, and taps. Follows snack-time routines with reminders to wash hands, go to the snack area, and sit at a table. Sings "E-I-E-I-O" and some animal sounds during the song "Old MacDonald's Farm." 	<ul style="list-style-type: none"> Lines up farm animals in the same order as a peer does. Repeats series of actions of touching head, shoulders, knees, and toes during the song "Head, Shoulders, Knees, and Toes." Repeats the refrain, "Brown bear, brown bear, what do you see?" as an adult reads from the book <i>Brown Bear, Brown Bear, What Do You See?</i> 	<ul style="list-style-type: none"> Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star. Claps, stomps, and then repeats. Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent). 	<ul style="list-style-type: none"> Continues a simple repeating pattern of drumbeats, started by an adult. Builds a fence out of blocks, continuing the pattern begun by a peer: tall block, short block, tall block, short block. Extends a simple repeating pattern of colors on a computer, using a touch screen. 	<ul style="list-style-type: none"> Adds cubes to continue red-yellow-blue pattern. Makes up a rhythmic sequence by clapping, patting, and stomping. Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating.

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



COG 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<i>There are no earlier levels for this measure</i>		Explores shapes of objects	Manipulates objects based on shape	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)	Recognizes shapes when they are presented in different orientations or as parts of other objects	Describes several shapes and the differences between them
Possible Examples		<ul style="list-style-type: none"> Feels along the edges of a triangle. Puts one or two rings on a ring stack. Takes out a puzzle piece with a knob and tries to fit it back into a hole of the puzzle, before setting it back down on the table. Moves along a line of a circle painted on the pavement in an outdoor play area. 	<ul style="list-style-type: none"> Puts a square-shaped puzzle piece into the correct hole of a form board. Tries a variety of solutions to fit lids on boxes and other containers. Puts a circle piece into the correct hole of a shape sorter. 	<ul style="list-style-type: none"> Places different-shaped blocks on shelves labeled with matching shapes. Uses ink stamps to make a row of circles and a row of squares. Chooses blocks of the same shape to build a tower with a peer. 	<ul style="list-style-type: none"> Points to a clock in the room when asked to find a circle during an “I Spy a Shape” game. Communicates, “Ahora haré el triángulo,” [“Next, I’ll do the triangle,” in Spanish] after placing a square in a puzzle. Communicates, “My sandwich is a square,” while holding up a sandwich at lunch. Names “square,” “circle,” and “triangle” after exploring each shape piece with hands. 	<ul style="list-style-type: none"> Finds embedded shapes in a picture book, such as <i>Bear in a Square</i>. Communicates that the face in a figure drawing is a circle. Communicates, “It’s an upside-down triangle,” after noticing a yield sign. 	<ul style="list-style-type: none"> Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle. Communicates that a triangle has three sides and a square has four sides. Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



PD-HLTH 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:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • Turns head in response to a light being turned on. • Quiets in response to an adult singing. • Responds to being touched on the cheek. 	<p>Responds to sensory information by moving body or limbs to reach for or move toward people or objects</p> <ul style="list-style-type: none"> • Moves toward a familiar adult while being picked up. • Bats or kicks at a hanging mobile. • Turns toward, then grasps, a rattle being shaken. • Gazes at, then reaches toward, glasses on someone’s face. 	<p>Uses sensory information to control body while exploring people, objects, or changes in the physical environment</p> <ul style="list-style-type: none"> • 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. • Dabs fingers in water before placing whole hand in. • Pats play dough with whole hand, then leans forward to roll it. 	<p>Demonstrates awareness of major body parts by exploring their movement potential</p> <ul style="list-style-type: none"> • 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. 	<p>Tries different ways to coordinate movements of large or small body parts</p> <ul style="list-style-type: none"> • 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. 	<p>Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects</p> <ul style="list-style-type: none"> • 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.” 	<p>Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces</p> <ul style="list-style-type: none"> • 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. 	<p>Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces</p> <ul style="list-style-type: none"> • Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play. • Tries several different ways to move through sections of a new obstacle course. • Walks carefully after slipping on wet leaves or grass during a nature walk.

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



PD-HLTH 2: Gross Locomotor Movement Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Moves in basic and often involuntary ways Possible Examples <ul style="list-style-type: none"> • 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. 	Moves two or more body parts together, often with intention <ul style="list-style-type: none"> • 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. 	Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom <ul style="list-style-type: none"> • 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. 	Coordinates movement of whole body while upright, using support <ul style="list-style-type: none"> • Takes steps sideways or forward while holding onto furniture. • Walks forward steadily while pushing a cube chair. • Pulls up to a standing position while grasping an adult's hands. • Stands up with support of a mobility aid, such as a walker. 	Coordinates basic movements in an upright position without using support <ul style="list-style-type: none"> • Walks forward with a wide base (legs farther apart) and arms held high. • Stands up from squatting, unassisted, after picking up a toy. • Walks with one object in each hand. • Moves forward on a flat surface, using a mobility aid, such as a walker. 	Coordinates movements, in an upright position, that momentarily move whole body off the ground <ul style="list-style-type: none"> • 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. 	Coordinates and controls individual locomotor movements, with some success <ul style="list-style-type: none"> • 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. 	Combines and coordinates two or more locomotor movements together in effective ways, with some success <ul style="list-style-type: none"> • 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. • Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops. 	Combines a variety of locomotor movements and moves effectively across a range of activities <ul style="list-style-type: none"> • 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



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:

Responding		Exploring			Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Moves in basic and often involuntary ways</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • Kicks legs. • Extends arm. • Flexes foot. 	<p>Uses arms, legs, or body to move toward or reach for people or objects</p> <ul style="list-style-type: none"> • Kicks against a nearby object. • Rolls onto side, toward an object, while lying on a blanket. • Reaches toward a familiar adult, using both arms. 	<p>Uses arms, legs, or body to engage in simple, repeated actions on objects</p> <ul style="list-style-type: none"> • Bangs a cup on a table. • Splashes in water. • Kicks table leg while seated for snack. • Moves to a ball, pushes it away, then moves toward it and pushes it again. 	<p>Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support</p> <ul style="list-style-type: none"> • Picks up and drops blocks while holding onto a low table. • Sits with legs apart and traps a rolling ball with arms. • Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container. • Crawls under table to retrieve a block; then crawls back out while holding the block. 	<p>Manipulates objects, using one or more body parts, with limited stability</p> <ul style="list-style-type: none"> • Raises arm to throw a beanbag without moving feet, but loses balance. • Approaches a stationary ball, stops, and pushes ball with foot, then steadies self. • Catches a ball while in a stationary position, using arms to bring it in and hold it against body. 	<p>Manipulates objects, using one or more body parts, with stability but limited coordination</p> <ul style="list-style-type: none"> • Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion. • Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp. • Swings leg back to kick a stationary ball while standing in place. • Hands out carpet squares to peers at circle time, sometimes dropping them. 	<p>Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements</p> <ul style="list-style-type: none"> • Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it. • Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), pausing briefly between stepping and kicking. • Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head. 	<p>Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements</p> <ul style="list-style-type: none"> • Uses hands to catch a beanbag tossed to either side of the body. • Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk. • Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick. 	<p>Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities</p> <ul style="list-style-type: none"> • Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net. • Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left foot forward, right arm back), maintaining balance. • Bounces a ball several times while walking.

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



PD-HLTH 4: Fine Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Moves arms or hands in basic ways Possible Examples <ul style="list-style-type: none"> • Curls fingers around an adult’s finger. • Brings fist to mouth. • Makes small movements of arms and hands near the sides of body. 	Uses arms or hands to make contact with objects in the environment <ul style="list-style-type: none"> • Holds a stuffed toy against body. • Pulls an object closer, using a raking motion. • Pushes hands against an adult. 	Grasps objects with entire hand <ul style="list-style-type: none"> • 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. 	Grasps objects with fingers and thumb <ul style="list-style-type: none"> • Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb. 	Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects <ul style="list-style-type: none"> • 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. 	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body <ul style="list-style-type: none"> • 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. 	Manipulates objects with both hands doing different movements <ul style="list-style-type: none"> • 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. • Buttons two to three large front buttons on a shirt. 	Manipulates objects, using hands, with strength, accuracy, and coordination <ul style="list-style-type: none"> • Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. • Starts the peel on a banana or mandarin orange. • Unfastens buckle on chest strap of wheelchair. • Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans. 	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects <ul style="list-style-type: none"> • 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.
<p>* 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.</p>								

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



PD-HLTH 5: Safety

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

Conditional Measure

Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Reacts to unpleasant stimulation or events in basic ways Possible Examples <ul style="list-style-type: none"> Startles after hearing a loud noise. Closes eyes in response to a bright light. Cries when touched by a cold washcloth. 	Responds to situations that make child feel unsafe <ul style="list-style-type: none"> 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. 	Seeks to make contact with familiar adult <ul style="list-style-type: none"> 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. 	Follows adults' guidance about basic safety practices <ul style="list-style-type: none"> 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. 	Follows basic safety practices, with close adult supervision <ul style="list-style-type: none"> 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. 	Follows basic safety practices on own in familiar environments, with occasional adult reminders <ul style="list-style-type: none"> 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. 	Applies basic safety practices on own across different situations <ul style="list-style-type: none"> Stays behind the boundaries set up by adults to designate the swing-set area. Follows classroom safety rules when using scissors, such as holding scissors with blade pointed down. Brings helmet for an adult to put on child's head before riding a tricycle on a family walk. 	Communicates an understanding of some safety practices to others <ul style="list-style-type: none"> Explains, "I wait for the walk sign and hold my mom's hand before I cross the street." Holds out arm to stop a peer from walking through a spill on the floor. 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



PD-HLTH 6: Personal Care Routines: Hygiene

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

Conditional Measure

Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Responds in basic ways during personal care routines that involve hygiene	Responds in ways that demonstrate awareness of a hygiene routine	Anticipates one or two steps of a hygiene routine	Participates in own hygiene routines, with an adult	Carries out some steps of own hygiene routines, with specific adult guidance or demonstration	Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them	Initiates and carries out most steps of familiar hygiene routines on own	Initiates and completes familiar hygiene routines on own
Possible Examples							
<ul style="list-style-type: none"> Looks at an adult's face, or quiets, during a diaper change. Closes eyes when face is washed. Kicks legs during a diaper change. 	<ul style="list-style-type: none"> Attends to an adult's actions during diapering routine. Grabs for the washcloth as an adult washes child's face. Shows excitement during bathtime. 	<ul style="list-style-type: none"> Pulls at diaper or pants when diaper needs to be changed. Puts hands under a faucet before an adult starts to turn on the water. Turns head toward or away from a tissue when an adult tries to wipe child's nose. 	<ul style="list-style-type: none"> Communicates to an adult the need for help with toileting or for a diaper change. Rubs hands together under a faucet after an adult turns the water on. Tries to blow nose into a tissue held by an adult. Lines up at sink to wash hands before lunch time. 	<ul style="list-style-type: none"> Uses toilet (pulls down pants, sits, etc.), but may need an adult's assistance with wiping. Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands. Gets own toothbrush and gives it to an adult after meals when asked. 	<ul style="list-style-type: none"> Uses the toilet on own, and flushes after adult reminder. Washes and partially dries hands, and then dries them completely when suggested to by an adult. Takes 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. 	<ul style="list-style-type: none"> Uses toilet on own, sometimes forgetting to do one step, such as washing hands. Washes hands before eating and usually remembers to use soap. Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth. 	<ul style="list-style-type: none"> Uses toilet on own, completing all steps, including washing hands. Coughs and sneezes into elbow most of the time. Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

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



PD-HLTH 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

Conditional Measure

Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds in basic ways during feeding</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • 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. 	<p>Shows interest in participating in the process of being fed</p> <ul style="list-style-type: none"> • Closes lips around food on a spoon. • Puts one or both hands on a bottle or breast while being held during feeding. • Reaches for a spoon while being fed. • Shows excitement as an adult approaches with a bottle or bowl. 	<p>Feeds self some finger food items</p> <ul style="list-style-type: none"> • Feeds self small pieces of food, such as cereal or cheese, with fingers or whole hand. • Holds and bites a banana. • Picks up and eats crackers from a tray. 	<p>Feeds self some foods using a spoon and cup, sometimes needing help</p> <ul style="list-style-type: none"> • 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 spoon to eat dry cereal from a bowl, sometimes dropping cereal pieces. 	<p>Feeds self a wide variety of foods using a spoon, fork, and an open cup</p> <ul style="list-style-type: none"> • 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. 	<p>Serves self or others by scooping or pouring from containers</p> <ul style="list-style-type: none"> • Serves self from a serving bowl, using a large spoon, while someone else holds the bowl. • Pours from a small pitcher, with some spilling. • Uses a scoop to fill small bowls with cereal for snack time. 	<p>Prepares simple foods to serve to self or others</p> <ul style="list-style-type: none"> • 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



PD-HLTH 8: Personal Care Routines: Dressing

Child develops and refines ability to participate in and take responsibility for dressing self

Conditional Measure

Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
<p>Responds in basic ways during dressing</p> <p>Possible Examples</p> <ul style="list-style-type: none"> • Cries or fusses when diaper is changed. • Looks at adult while being dressed. • Blinks eyes as clothing is placed over head. 	<p>Responds in ways that demonstrate awareness of a dressing routine</p> <ul style="list-style-type: none"> • 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. 	<p>Anticipates one or two steps of a dressing routine</p> <ul style="list-style-type: none"> • 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. 	<p>Participates with adult in dressing self</p> <ul style="list-style-type: none"> • Pushes arms through the sleeves of a shirt held by an adult. • Lifts smock for an adult to pull it over child's head. • Slips foot into shoe while an adult holds it open. • Lifts one leg, then the other, while an adult guides child's legs into pants. 	<p>Puts on clothing that is simple to manipulate, sometimes with adult assistance</p> <ul style="list-style-type: none"> • 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. • Puts feet into shoes on own. • Pulls on loose-fitting socks on own. 	<p>Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)</p> <ul style="list-style-type: none"> • Zips own jacket up, but needs adult assistance with starting the zipper. • Puts on own socks and shoes, but needs shoes tied or tabs fastened. • Changes into T-shirt and sweatpants on own after water play. 	<p>Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)</p> <ul style="list-style-type: none"> • Puts on own shoes and fastens tabs. • Buttons own jacket. • Zips and snaps own pants.

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



PD-HLTH 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples		<i>There are no earlier levels for this measure</i>	Engages in brief instances of physical play	Engages in active physical play for short periods of time	Engages in active physical activities or play for moderate amounts of time	Engages in active physical activities or play for sustained amounts of time	Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity	Seeks to engage in active physical activities or play routinely, with increased intensity and duration
			<ul style="list-style-type: none"> Pushes a wheeled toy for a short distance. Climbs up a small slide, sits down, slides, and then goes to another activity. Puts toys in a wagon and pulls the wagon around the room. Lies prone on a scooter board and uses hands to push self around the room. 	<ul style="list-style-type: none"> Hops with two feet, pauses, and then hops again, while pretending to be a bunny. Runs to the ladder of a slide outdoors, climbs the ladder, and slides. Holds a drum and marches with a peer during part of a song. 	<ul style="list-style-type: none"> Jumps, moves, and waves a streamer in different ways while moving around the playground in a parade. Joins in a dance started by a peer and then dances until the song ends. Climbs up and down around a climbing structure several times. 	<ul style="list-style-type: none"> Joins a group of peers kicking and chasing a soccer ball around a play yard. Rides around the bike trail several times. Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair). 	<ul style="list-style-type: none"> Rides around the bike trail several times, increasing speed to pass a peer. Dances to several different songs, moving slowly, then quickly, in response to changes in music. Kicks a soccer ball back and forth with a peer, sometimes running faster and sometimes running slower, during most of the time during outdoor play. 	<ul style="list-style-type: none"> Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times. Joins a group of children playing chase, while propelling own wheelchair. Initiates a dance activity, keeping up with a fast beat until the music ends.

* Intensity of active physical play and amount of strength required to engage in the activity will vary greatly from child to child. When observing a child, it is important to consider the child's capacity for engaging in vigorous active physical play, in which a child's heart is beating faster and the child is breathing harder than is typical for the child when engaged in daily activities or routines.

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence



PD-HLTH 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

Conditional Measure

Measure not rated: this measure is not used for documenting progress or planning this child's learning activities and supports. (Required for children with IEPs)

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>
Possible Examples		<i>There are no earlier levels for this measure</i>	Shows a preference for several favorite foods	Shows interest in a variety of foods	Recognizes or identifies a variety of foods	Demonstrates knowledge of the characteristics of a variety of foods	Shows awareness that some foods are more healthful than others	Communicates simple explanations about the healthfulness of different food choices
			<ul style="list-style-type: none"> • Selects a banana when offered choice between a banana and a cracker. • Selects applesauce when offered a choice between applesauce and yogurt. • Points or gestures towards milk when offered a choice between water and milk. 	<ul style="list-style-type: none"> • Accepts a variety of foods offered from a serving plate. • Explores unfamiliar foods that are placed on a plate. • Observes others' reactions when they eat food items that are unfamiliar to child. 	<ul style="list-style-type: none"> • Communicates, "Me gustan las bananas y las manzanas," ["I like bananas and apples," in Spanish] when selecting bananas and apples from a plate of sliced fruit. • Identifies several pretend food items when playing restaurant with a peer. • Makes different pretend food items, such as a tortilla and a pizza, with play dough. 	<ul style="list-style-type: none"> • Communicates, "This rice is sticky." • Communicates, "I like mangos. They're sweet." • Purses lips together and shakes head, "No," when offered a slice of lemon to taste while making lemonade. 	<ul style="list-style-type: none"> • Communicates, during pretend play, "First we eat vegetables, and later we can have dessert." • Chooses primarily pictures of fruits and vegetables to create a collage of healthful foods. • Chooses to drink water instead of lemonade during snack time. 	<ul style="list-style-type: none"> • Tells a peer, "Milk is good for my teeth." • Brings pretend soup to a peer who is pretending to be ill, to make the peer feel better. • Communicates, "Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans," ["My mama said that I will grow big and strong if I eat my beans," in Tagalog]. • Communicates, "Broccoli is good for you," when eating broccoli.

Child is not yet at the earliest developmental level on this measure

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

