





Child: _____ Date of assessment: _____ Assessor: _____

Classroom: _____ District/Agency: _____ School or Site: _____

Instructions: Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is “emerging” to the next level (optional). In the rare circumstance that you are unable to rate a particular Measure, check UR (unable to rate) and circle the reason why you are unable to rate this Measure (absence or other).

| |  DOMAIN: Approaches to Learning--Self-Regulation (ATL-REG) | Building | | | Integrating | | | Emergent | In the rare circumstance that you are unable to rate a measure: | |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|---|---------------|
| | | Earlier | Middle | Later | Earlier | Middle | Later | | EM | UR |
| 1 | Curiosity and Initiative in Learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 2 | Self-Control of Feelings and Behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 3 | Engagement and Persistence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 4 | Shared Use of Space and Materials | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| |  DOMAIN: Social and Emotional Development (SED) | Building | | | Integrating | | | EM | UR | Reason |
| | | Earlier | Middle | Later | Earlier | Middle | Later | | | |
| 1 | Identity of Self in Relation to Others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 2 | Social and Emotional Understanding | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 3 | Relationships and Social Interactions with Familiar Adults | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 4 | Relationships and Social Interactions with Peers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| |  DOMAIN: Language and Literacy (LLD) | Building | | | Integrating | | | EM | UR | Reason |
| | | Earlier | Middle | Later | Earlier | Middle | Later | | | |
| 3 | Communication and Use of Language (Expressive) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 4 | Reciprocal Communication and Conversation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 6 | Comprehension of Age-Appropriate Text | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 8 | Phonological Awareness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 9 | Letter and Word Knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| |  DOMAIN: Cognition, Including Math and Science (COG:MATH) | Building | | | Integrating | | | EM | UR | Reason |
| | | Earlier | Middle | Later | Earlier | Middle | Later | | | |
| 1 | Classification | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 2 | Number Sense of Quantity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 3 | Number Sense of Math Operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |
| 6 | Shapes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="checkbox"/> | <input type="checkbox"/> | absence other |