DRDP-K (2015)

For use with transitional kindergarten and kindergarten-aged children

California Department of Education
Sacramento, 2015
The Desired Results Developmental Profile—Kindergarten© (DRDP–K (2015) ©) was developed by the California Department of Education with additional enhancements created in collaboration with the Illinois State Board of Education. The DRDP–K (2015) builds upon the progression for most measures of the DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry©. Two divisions of the California Department of Education jointly developed the DRDP (2015): the Early Education and Support Division (EESD) and the Special Education Division (SED). Lead agencies that participated in the development of the instrument include the WestEd Center for Child and Family Studies, the Desired Results access Project, and the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley.

DRDP-K (2015)

A Developmental Continuum for Kindergarten

For use with transitional kindergarten and kindergarten-aged children

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**Introduction to the DRDP-K (2015)**

Welcome to the Desired Results Developmental Profile-Kindergarten (2015: A Developmental Continuum for Kindergarten© (DRDP-K (2015)©). The DRDP-K (2015) is an assessment instrument developed by the California Department of Education designed for teachers to observe, document and reflect on the learning and development of all children enrolled in transitional kindergarten and kindergarten classes. The DRDP-K (2015) serves a number of purposes:

- Assesses kindergarten readiness of individual children to identify where a child may require additional instructional supports

**Key Features of the DRDP-K (2015):**

- The DRDP-K (2015) is administered through observation in natural settings, through teacher observations, family observations, or examples of children’s work that includes ongoing documentation of child’s knowledge, skills and behavior.
- The DRDP–K (2015) represents a full continuum assessment instrument for all children in Transitional Kindergarten and Kindergarten classes. The instrument is under study so that it can be used as an appropriate measure of progress for all children with and without Individualized Education Programs (IEPs).
- The DRDP-K (2015) is aligned with the California Preschool Learning Foundations and the Common Core Standards.
- The DRDP-K (2015) takes into consideration the specific cultural and linguistic characteristics of California’s diverse population of young children, with specific consideration for children who are dual language learners (see section below).
- The DRDP-K (2015) was developed with the goal of ensuring that all children have the opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of Universal Design were followed.

**Information about Selected Key Features**

Three of these key features: (1) consideration of children who are dual language learners, (2) universal design, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help assessors better understand and rate the measures of the DRDP-K (2015).

**Dual Language Learners and the DRDP-K (2015)**

Dual language learners are children learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language. A child's experience with one or more languages is an asset to build on in the early childhood setting.

It is critical to consider the child's communication in all the languages that he or she is learning to have an accurate picture of a child's knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages.

There are also differences that must be taken into consideration when assessing young children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language; so it is important to assess children in all of the languages he or she understands and uses.

The DRDP-K (2015) addresses cultural and linguistic responsiveness in three primary ways:

1. Teachers observe and document children's behavior in both the home/first language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains
2. Teachers rate children's progress on two language development domains. The Language and Literacy Development (LLD) domain assesses all children's progress in developing foundational language and literacy skills. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

3. Teachers in a Spanish-English bilingual education program (e.g., Spanish immersion, two-way immersion, developmental bilingual, transitional bilingual) can rate children's progress on an additional language and literacy development domain that assesses progress in learning to communicate in Spanish: Language and Literacy Development in Spanish (SPAN). Note: This is a supplemental domain of the DRDP–K (2015).

**Universal Design and the DRDP-K (2015)**

In the context of assessment, "Universal Design" refers to the development of assessments that are appropriate for all children to the greatest extent possible. Universal Design allows children the opportunity to demonstrate their knowledge and skills in a variety of ways. All young children are entitled access to, and meaningful participation in age-appropriate, individual-appropriate and culturally-appropriate early childhood curricula and assessments. Teachers and service providers support children's access and participation by identifying and providing learning opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities. DRDP-K (2015) assessors apply universal design when they carefully consider the various ways young children can demonstrate knowledge or skills that reflect mastery of a developmental level.

**The Eleven Domains of the DRDP-K (2015)**

The DRDP-K (2015) is made up of 11 domains, including one supplemental domain. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. Because there are multiple measures for each domain, a completed DRDP-K (2015) instrument provides enough information to support assessment along a developmental continuum. A child's learning and development across domains provides the child's overall learning and developmental profile.

**Approaches to Learning–Self-Regulation (ATL-REG)**

The Approaches to Learning–Self–Regulation (ATL–REG) domain assesses two interrelated areas that are recognized as important for children's school readiness and success. Approaches to learning and self-regulation have been combined into one assessment domain because of the strong connections between these two areas of development. The approaches to learning skills and behaviors include engagement and persistence and curiosity and initiative. The self-regulation skills include self-control of feelings and behavior and shared use of space and materials.

**Social and Emotional Development (SED)**

The Social and Emotional Development (SED) domain assesses children's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and social interactions with peers, and symbolic and sociodramatic play.

**Language and Literacy Development (LLD)**

The Language and Literacy Development (LLD) domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. Language and literacy skills in a child's first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. LLD measures should be completed for all infants, toddlers, and preschool-age children, including those who are dual language learners. The LLD measures should only be completed for children whose home/first language is other than English.

**English-Language Development (ELD)**

The English-Language Development (ELD) domain assesses the progress of children who are dual language learners' in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child's experiences with English, not the child's age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home/first language, and individual differences such as age of exposure to English or the structure of the child's home/first language. The ELD measures should only be completed for children whose home/first language is other than English.

**Cognition, Including Math and Science (COG)**

The Cognition: Math (COG: MATH) and Cognition: Science (COG: SCI) domains focus on observation, exploration of people and objects, and investigation of objects and concepts. The COG: MATH domain includes the following knowledge or skill areas: classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The COG: SCI domain includes the following knowledge or skill areas: cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

**Physical Development (PD) and Health (HLTH)**

The Physical Development (PD) and Health (HLTH) domains assess motor development and the development of routines related to personal care, safety, and nutrition. The PD domain includes the following knowledge or skill areas: perceptual–motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, and fine motor manipulative skills. The HLTH domain includes the following knowledge or skills areas: active physical play, nutrition, safety, personal care routines, and knowledge of wellness.

**History-Social Science (HSS)**

The History–Social Science (HSS) domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include
sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

Visual and Performing Arts (VPA)

The Visual and Performing Arts (VPA) domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.

Supplemental Domain of the DRDP-K - Language and Literacy in Spanish (SPAN)

The Language and Literacy Development in Spanish (SPAN) domain is a supplemental domain. The SPAN domain is for use in a bilingual program (e.g., Spanish immersion, two-way immersion, developmental bilingual, transitional bilingual). This domain assesses children's progress in learning to communicate in Spanish. The developmental progression described in the four SPAN measures is related to the child's experiences with Spanish as part of the kindergarten curriculum, not the child's age. Keep in mind that various factors affect a child's acquisition of Spanish, including degree of exposure to Spanish and individual differences such as age of exposure to English or the structure of the child's home/first language.

About the Measures of the DRDP-K (2015)

The number of levels in a measure varies depending on the competencies appropriate for that measure's developmental continuum. The levels are organized under two categories that reflect a developmental continuum for the transitional kindergarten and kindergarten year. All but two domains, ELD and SPAN, include six developmental levels. ATL–REG, SED, LLD, COG: MATH, COG: SCI, PD, HLTH, HSS and VPA include the following developmental levels:

- **Building (Earlier, Middle, Later):** Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small-group interactions and cooperative activities with others.

- **Integrating (Earlier, Middle, Later):** Knowledge, skills, or behaviors that demonstrate the increasing ability to connect and combine strategies in order to express, interpret, and explain complex thoughts and feelings, solve multi-step problems through systematic investigation and application of abstract ideas, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children build their capacity to engage in mutually supportive relationships and interactions.

The developmental levels for the ELD and SPAN domains are different from the format described above. The levels in the ELD domain represent the developmental progression for the acquisition of English as a second language. The levels in the SPAN domain represent the developmental progression for the acquisition of Spanish in the context of a kindergarten classroom where the curriculum provides opportunities for learning and development of Spanish.

Definitions of Terms in the Navigation Maps

**Developmental Domain:** A crucial area of learning and development for children.

**Measure:** The developmental continuum along which a child's observed behavior is assessed. Measures are the individual assessment items in the DRDP-K.

**Definition:** Specifies the aspects of development to be observed.

**Developmental Level:** A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

**Descriptor:** A definition that describes the skills or behaviors that would be observed for a child at that developmental level.

**Example:** Specific skills or behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP-K are not the only way a child can demonstrate mastery of a developmental level.
The 3 Steps to Completing the DRDP-K (2015)

Step 1: Observation and Documentation

The DRDP-K (2015) focuses on the child's knowledge, skills, or behaviors. To capture a child's behavior, the DRDP-K (2015) incorporates observation in natural settings.

Observations should occur over time, in typical settings:
- In the child's typical program or settings such as transitional kindergarten or kindergarten classrooms
- As the child interacts in familiar environments and routines with people he or she knows; and
- As the child engages in typical classroom typical activities and routines.

Be sure to prepare and plan for observation and documentation.

Tips for Documenting Children's Development
- Consider ways to document children's knowledge, skills, or behavior throughout the day.
- Use a variety of documenting techniques. Documentation may include anecdotal notes, photographs, audio or video documentation, and work samples.
- Label each piece of evidence with the date and the child's name.
- Set aside time on a regular basis to organize documentation records and other forms of evidence.
- Consider using portfolios to keep documentation organized. Store portfolios in a secure place and accessible place.
- Use the results of other assessments of children's learning and development to help complete DRDP-K (2015).

The following materials may be helpful for observing and documenting:
- Sticky notes
- Pre-printed labels with child's name
- Charts
- Checklists or worksheets
- Clipboard, paper, pens, and pencils
- Photo/video camera
- Voice recorder

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including spoken in the child's home/first language, signed, and through other communication modes.
The Role of Special Educator
The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities participate in district-wide assessments. If you serve a transitional kindergarten or kindergarten student with an IEP in a district in which the DRDP-K is being implemented, you are to support that student’s participation in this assessment. This includes ensuring that accommodations are in place such as the system of adaptations described below, as well as working with the child’s teacher to be sure observations of children with IEPs are accurate and complete. The special educator should communicate with the kindergarten teacher to plan how to conduct the assessment collaboratively for children with IEPs.

Using Adaptations with Children with Individualized Education Plans (IEPs)
Adaptations are changes in the environment or differences in observed behavior that allow children with IEPs to demonstrate their knowledge and skills in typical environments. Seven broad categories of adaptations have been identified for children with IEPs for the DRDP (2015).

- The adaptations listed in the table below have been developed so that the assessment will more accurately measure a child’s abilities rather than the impact of a child’s disability (a more detailed description of the adaptations appears in Appendix D). Adaptations must be in place for the child during the normal course of the day, and they should also be in place during observations for the DRDP (2015). Everyone working with the child should be informed of any adaptations the child uses.
- New adaptations must not be introduced solely for the purpose of conducting the DRDP (2015) assessment.
- Consideration of adaptations should be made on a regular basis from early infancy and as the child develops and grows.

Dual Language Learners’ Use of Code Switching
- Code switching is the use of multiple languages within a single conversation. It is a typical feature of learning two or more languages.
- Children code switch to playfully experiment with the two languages and to serve their own social and communication goals. For example, children may code switch to emphasize or elaborate a point.
- Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.
- When children mix their two languages they use the grammatical rules of each language. For example, “I want leche” [“I want milk” in English] is an example of inserting a Spanish noun into a grammatically correct English sentence. “[And then el niño se cayó]” ["And then the boy fell down" in English] is an example of using English linking words within a Spanish sentence.

Determining the Child’s Latest Level of Mastery
For each of the measures, determine the latest developmental level the child has mastered, and mark it appropriately. All ratings will be entered into DRDPtech©, the DRDP–K (2015) online system. Ratings may be entered directly into DRDPtech or recorded on the DRDP–K (2015) Rating Record.

The Descriptors and Examples
Consider the descriptors and then the examples to determine which developmental level is most consistent with your observations and other documentation of the child’s typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child is demonstrating most consistently.

Descriptors:
The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Map). Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.

Most of the descriptors define discrete knowledge, skills, or behaviors. However, some of the descriptors include more than one behavior or skill, separated by “or” or a semicolon (;).

If the descriptor says "or":
- The child only needs to demonstrate the knowledge, skills, or behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.
- An example is the level descriptor for Building Earlier in the LLD 5: Interest in Literacy measure: 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

If the child EITHER looks at books page by page briefly OR participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult, mastery can be rated at this level.

If a descriptor includes a semi-colon (;) followed by “and”:
- The child must demonstrate all the knowledge, skills or behaviors listed to rate the level as mastered, but not necessarily during the same observation within a DRDP rating period.
- An example is the level descriptor for Integrating Middle in the LLD 8: Phonological Awareness measure: Matches initial and final sounds of words; and Segments and blends initial and final phonemes of words

To be rated as mastered at this level, the child must BOTH match initial and final sounds of
What is Mastery?
A developmental level is mastered if the child demonstrates the knowledge, skills, and behaviors defined at that level:

- Consistently over time
- In different situations or settings

Important notes about mastery:
- Children may demonstrate mastery of knowledge and skills through a variety of communication modes, languages, and behaviors.
- Many of the behaviors that you observe in determining a child’s mastery level may not appear on the list of examples, although they are consistent with the descriptor.

Review and Reflect:
- It is a good idea to have a system to keep track of documentation to ensure a complete picture of the child. Halfway through the documentation period, check the measures of the DRDP–K (2015) instrument for which you have documentation. Plan to observe the child at times when the remaining measures can be documented.
- During the rating period, review the observations and documentation of the child’s development collected (portfolio with work samples, anecdotal comments, photographs, video, other learning and development assessments, etc.). Reflect on what the evidence reveals about the child’s development across the domains and measures of the DRDP–K (2015) instrument.
- If the documentation does not provide a clear picture of the child’s development in one or more areas, determine how to gather additional evidence. Plan other opportunities to observe the child’s behavior. Speak again with family members.

Seven Categories of Adaptations

**Augmentative or Alternative Communication System**
Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others.

**Alternative Mode for Written Language**
Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols.

**Visual Support**
Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

**Assistive Equipment or Device**
Tools that make it possible or easier for a child to perform a task.

**Functional Positioning**
Strategic positioning and postural support that allow a child to have increased control of his body.

**Sensory Support**
Increasing or decreasing sensory input to facilitate a child’s attention and interaction in the environment.

**Alternative Response Mode**
Recognition that a child might demonstrate mastery of a skill in a unique way that differs from the child’s typically developing peers.
words AND segment and blend initial and final phonemes of words, although the teacher does not have to observe both behaviors during the same observation within a rating period.

**Examples:**
Keep in mind these important points about examples:
- The examples are not a checklist of what the child must demonstrate to be rated at mastery of the knowledge, skills, or behaviors that reflect a developmental level.
- An example is one of many possible ways a child might demonstrate mastery of a developmental level. Teachers will identify other examples as they conduct their observations.
- Mastery is determined over time and across situations or settings.
- A child may not demonstrate any of the specific examples provided for a developmental level, but may demonstrate mastery in other ways that are consistent with the intent of the descriptor.
- Children demonstrate mastery in diverse and sometimes unique ways.

**Additional Rating Options**

**Emerging to the Next Developmental Level:**
If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

To indicate emerging:
- First, mark the developmental level the child has mastered.
- Then, mark "emerging" if the child also demonstrates behaviors described for the next developmental level.

**Unable to Rate:**
In the rare instance that you are unable to rate a specific measure provide the reason(s) as to why in DRDPtech or in the designated column if you are submitting ratings on a rating record.

**Notes about Emerging:**
- Do not mark emerging if the child has mastered the last level on a measure.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

**Step 3: Finalize the Assessment**
- To finalize, simply review the assessment to make sure that:
  - Teachers and special educators enter ratings for all required measures of DRDP–K (2015) into DRDPtech or on the DRDP–K (2015) Rating Record. DRDPtech will provide prompts to complete any missing information.
  - The Information Page is complete and up-to-date.

**Using Information from the DRDP–K (2015)**
When used on an ongoing basis, the DRDP–K (2015) instrument will provide teaching staff with information that will benefit children, families, and schools.

Information from the DRDP–K (2015) can be reviewed and analyzed at the level of the individual child. In addition, the DRDP–K (2015) results can be summarized to provide information on groups of children. Teachers, special educators, and other staff will review, share, and analyze the DRDP–K (2015) assessment results for the individual students in their classroom and use the information for curriculum planning and development.

Because the DRDP–K (2015) provides opportunities to observe and document children’s knowledge, skills, or behaviors systematically across many areas of development, the information it yields can be used to identify areas of development that may need to be addressed and supported, either for a specific child or group of children. Teaching staff may also find it useful to interpret a child’s ratings on individual DRDP–K (2015) measures. DRDP results may indicate that the child might benefit from additional support in one or more specific areas of development, such as in developing self-control of feelings and behavior or with number sense of quantity. This information, together with other sources of information about the child’s development, can be used to plan curriculum tailored to the interests and needs of all children.
For Classroom or School Level

- Teachers or other staff may summarize DRDP-K (2015) information using DRDPtech.
- DRDP-K (2015) data collected within a classroom or for a school site may indicate a need to change or add activities in a specific area covered by the DRDP-K (2015), such as mathematics or language and literacy development.
- Thus, results from the DRDP-K (2015) can assist teaching staff in supporting the learning and development of individual children and groups of children, and can inform overall school improvement efforts.

Communicating with Families about Children’s Progress

It is vital that schools work in partnership with families to foster children’s learning and development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP assessment process from the beginning. Teachers who observe and document the child’s behaviors and rate the DRDP-K (2015) measures are encouraged to seek input from families. Input from family members about the child’s knowledge, skills, or behaviors can enrich and complement evidence collected by teachers and other staff.

The Child Developmental Profile that summarizes results from the DRDP-K (2015) assessments can be found at DRDPtech. Teachers, including special educators, and family members can use this summary as a tool for sharing information about the child’s learning and development during parent-teacher conferences. Teachers should review the Child Developmental Profile with the family, and may be used to generate ideas about ways in which the family and the school can work together to support the child’s development both at home and in the school setting.
<table>
<thead>
<tr>
<th>Child’s Information</th>
<th>Assessor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child’s name:</td>
<td>9. Agency/site:</td>
</tr>
<tr>
<td>1a. Legal First Name:</td>
<td>10. Person(s) completing the assessment:</td>
</tr>
<tr>
<td>1b. Legal Last Name:</td>
<td>Name/role:</td>
</tr>
<tr>
<td></td>
<td>Name/role:</td>
</tr>
<tr>
<td>2. Agency Identifier or Statewide Student Identifier (10-digit SSID)</td>
<td>Choose role from list below:</td>
</tr>
<tr>
<td></td>
<td>• Primary Teacher</td>
</tr>
<tr>
<td></td>
<td>• Special Education Teacher</td>
</tr>
<tr>
<td></td>
<td>• Other (please specify)</td>
</tr>
<tr>
<td>3. Child’s classroom:</td>
<td>11. Did another adult assist you with assessing this child?</td>
</tr>
<tr>
<td></td>
<td>□ Yes (role/relation):</td>
</tr>
<tr>
<td>4. Birth date (mm/dd/yyyy):</td>
<td>□ No</td>
</tr>
<tr>
<td>5. Gender: □ male □ female</td>
<td>□ Not applicable - I understand and use the child’s home language</td>
</tr>
<tr>
<td>6. Initial date of enrollment (mm/dd/yyyy):</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ethnicity:</td>
<td>12. Child’s home language(s)?</td>
</tr>
<tr>
<td>7a. What is this child’s ethnicity? Check one.</td>
<td>Is a language other than English spoken in the child’s home?</td>
</tr>
<tr>
<td>□ Hispanic or Latino</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Not Hispanic or Latino</td>
<td>If yes a language other than English is spoken in the child’s home, the ELD measures</td>
</tr>
<tr>
<td>7b. What is this child’s race? Mark one or more races to indicate what this child</td>
<td>must be completed.</td>
</tr>
<tr>
<td>considers himself/herself to be.</td>
<td>13. What language(s) do you speak with this child?</td>
</tr>
<tr>
<td>□ Asian Indian</td>
<td>14. Did someone who understands and uses the child’s home language assist you with</td>
</tr>
<tr>
<td>□ Black or African American</td>
<td>completing the observation?</td>
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<td>□ Cambodian</td>
<td>□ Yes (role/relation):</td>
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<tr>
<td>□ Chinese</td>
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</tr>
<tr>
<td>□ Filipino</td>
<td>□ Not applicable - I understand and use the child’s home language.</td>
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<tr>
<td>□ Guamanian</td>
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<tr>
<td>□ Hawaiian</td>
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<tr>
<td>□ Hmong</td>
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<tr>
<td>□ Intentionally left blank</td>
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<tr>
<td>8. Does this child have an Individualized Education Program (IEP)?</td>
<td></td>
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<tr>
<td>□ Yes □ No □ Don’t know</td>
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</tbody>
</table>

Date assessment completed (mm/dd/yyyy): __________________________
### DRDP-K (2015): A Developmental Continuum for Kindergarten

**Rating Record**

Child: ___________________________ Date of assessment: ___________________________ Assessor: ___________________________

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

Note: The Rating Record is meant to be used together with the DRDP(2015)-K Instrument for keeping track of each child’s developmental levels as you complete the study.

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).

<table>
<thead>
<tr>
<th><strong>DOMAIN: Approaches to Learning – Self-Regulation (ATL-REG)</strong></th>
<th>Building</th>
<th>Integrating</th>
<th>Emergent</th>
<th>In the rare circumstance that you are unable to rate a measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>1</td>
<td>Curiosity and Initiative in Learning</td>
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<tr>
<td>2</td>
<td>Self-Control of Feelings and Behavior</td>
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</tr>
<tr>
<td>3</td>
<td>Engagement and Persistence</td>
<td></td>
<td></td>
<td></td>
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## DRDP-K (2015): A Developmental Continuum for Kindergarten

### Rating Record

**Child: ____________________________**

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# DRDP-K (2015): A Developmental Continuum for Kindergarten

## Rating Record

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### Additional Measures for Spanish Immersion/Bilingual Classrooms

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### DRDP-K (2015)
A Developmental Continuum for Kindergarten

**Measures at-a-Glance**
For use with transitional kindergarten and kindergarten-aged children

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<td>3</td>
<td>Phonological Awareness in Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Emergent Writing in Spanish</td>
</tr>
</tbody>
</table>
**ATL-REG 1: 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:

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

<table>
<thead>
<tr>
<th>Explores through simple observations, or manipulations, or asking simple questions</th>
<th>Explores by engaging in specific observations, manipulations, or by asking specific questions</th>
<th>Carries out simple investigations using familiar strategies, tools, or sources of information</th>
<th>Carries out multi-step investigations, using a variety of strategies, tools, or sources of information</th>
<th>Carries out experiments with things or materials, by systematically modifying actions and reacting to the results</th>
<th>Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves around a fish bowl to continue watching a fish as it swims around objects.</td>
<td>Puts a dry sponge in water and then squeezes it to see what happens.</td>
<td>Uses a magnetic wand to figure out which objects on a table it will lift up.</td>
<td>Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.</td>
<td>Examines images from informational books or a computer to learn about the habitats of different animals.</td>
<td>Makes a wooden block ramp steeper and steeper and runs a small metal car down it each time to find out what happens.</td>
</tr>
<tr>
<td>Drops a marble in a maze and follows its path as it rolls to the bottom.</td>
<td>Observes a snail and asks, “Why do snails have shells?”</td>
<td>Changes the compact disc to listen to a new story.</td>
<td>Compares color or shape of leaves gathered on a nature walk.</td>
<td>Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.</td>
<td>Adds blue paint to a saucer of yellow paint a few drops at a time, stirring after each addition, to see how the green color changes.</td>
</tr>
<tr>
<td>Asks, “What’s that doing?” when seeing the compact disc player in the listening center.</td>
<td>Compares color or shape of leaves gathered on a nature walk.</td>
<td>Uses a communication device to learn about the new pet guinea pig.</td>
<td>Uses a communication device to learn about the new pet guinea pig.</td>
<td>Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.</td>
<td>Kicks a ball into a play soccer goal repeatedly, placing the ball farther away (and at different angles) before each kick.</td>
</tr>
</tbody>
</table>

Possible Examples

- 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 the compact disc player in the listening center.

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence
Developmental Domain: ATL-REG — Approaches to Learning—Self Regulation

ALT-REG 2: 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:

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<thead>
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<th>Building</th>
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<td>Earlier</td>
<td>Middle</td>
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<tr>
<td>Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support</td>
<td>Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed</td>
<td>Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors</td>
<td>Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors</td>
<td>Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively</td>
<td>Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success</td>
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</tbody>
</table>

**Possible Examples**

- 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 a different play center when an adult communicates that there are too many children at this play center.
- Insists that another child return a favorite item, but when refused, asks familiar adult for help.
- Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes the manipulative without asking.
- Communicates, “I want to sit here,” when upset that there are no empty chairs near a friend.
- Expresses anger through constructive forms of communication, such as seeking the assistance of familiar adults when needed.
- Offers an object in exchange when another child has a desired object.
- Communicates, “Okay, but it’s my turn when you’re done,” while waiting for a drink at the water fountain.
- Leaves the block area during free-choice play, after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children playing there.
- 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 on the rug for story time, and then says, “Here’s a spot,” and moves over.
- Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story.
- Communicates to an adult, “It’s sad that my daddy doesn’t live with us, but that means I have two birthdays: one with my mommy, and one with my daddy!”
- Turns to play with another child and later communicates, “I don’t like to play with them, they’re mean,” after being excluded by favorite playmates.
- Declines playing with the magnets when they become available in order to continue with another activity started while waiting for the magnets.

- Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story.
- Communicates to an adult, “It’s sad that my daddy doesn’t live with us, but that means I have two birthdays: one with my mommy, and one with my daddy!”
- Turns to play with another child and later communicates, “I don’t like to play with them, they’re mean,” after being excluded by favorite playmates.
- Declines playing with the magnets when they become available in order to continue with another activity started while waiting for the magnets.

- Communicates to an adult, “It’s sad that my daddy doesn’t live with us, but that means I have two birthdays: one with my mommy, and one with my daddy!”
- Turns to play with another child and later communicates, “I don’t like to play with them, they’re mean,” after being excluded by favorite playmates.
- Declines playing with the magnets when they become available in order to continue with another activity started while waiting for the magnets.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence
### Developmental Domain: ATL-REG — Approaches to Learning—Self Regulation

**ATL-REG 3: 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:

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#### Possible Examples

- **Strings large wooden beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads.**
- **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 a compact disc when other children begin to play noisily nearby.**
- **Pauses to watch children playing a board game, but returns to drawing when the adult offers markers to finish the drawing.**
- **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.**
- **Continues working on spinning a round hoop around own waist over successive days.**
- **Revisits a painting started on a previous day to add more detail and color.**
- **Writes own name, then writes it more clearly a second time at classroom sign-in table.**
- **Makes a necklace of tiny beads, following a chosen pattern and correcting any errors along the way.**
- **Makes a landscape on the sand table, planning roads, bridges and houses.**
- **Makes a neighborhood map, including familiar landmarks, such as houses, a park, the library, and the fire station.**
- **Creates a model of a bridge, consulting pictures, finding blocks of the right size, and getting other materials, as needed.**
- **Finishes current activity, puts away materials, and goes to the lunch table with no reminders after an adult announces it is time for lunch.**
- **Helps to create props and scenery in preparation for reenacting a story to present to the class.**

*Child is emerging to the next developmental level*

*Unable to rate this measure due to extended absence*
### Developmental Domain: ATL-REG — Approaches to Learning — Self Regulation

#### ATL-REG 4: 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:**

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</table>

**Possible Examples**

- Keeps all of the crayons nearby even if only using one or two colors.
- Communicates, “It’s mine,” when another child reaches for a red counting bear.
- Places favorite dolls behind back when other children are playing in the doll area.
- Holds onto all the pencils while at the writing center, but then gives some to other children, 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.
- 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 individual white boards off of the shelf 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 water fountain.
- 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.
- Communicates to another child while getting ready for story time, without adult prompting.
- Makes room for another child who wants to join in the writing activity, and then offers a pencil to the child.
- Uses a communication device to ask another child to join in working with pattern blocks.
- Brings a carpet square to another child while getting ready for story time, without being asked.
- Helps a peer find a favorite book in the classroom library.
- Communicates, “It’s not fair!” when a peer is excluded from a game.
- Passes the dice to another child who has been watching them play a math game.
- Communicates to another child while getting ready for story time, without adult prompting.
- Helps a peer find a favorite book in the classroom library.
- Communicates, “It’s not fair!” when a peer is excluded from a game.
- Passes the dice to another child who has been watching them play a math game.

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- 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:

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<tr>
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<td>Earlier</td>
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<tr>
<td><strong>Expresses simple ideas about self and connection to others</strong></td>
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<tr>
<td><strong>Describes self or others based on physical characteristics</strong></td>
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<tr>
<td><strong>Describes own preferences or feelings</strong></td>
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<tr>
<td><strong>Describes the feelings or desires of family members, friends, or other familiar people</strong></td>
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<tr>
<td><strong>Possible Examples</strong></td>
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<tr>
<td>Acts out roles from own family in pretend play.</td>
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<td>Communicates, “I’m making cookies — just like Grandma!” while rolling play dough.</td>
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<tr>
<td>Draws picture of a house and communicates, “This is my house.”</td>
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</table>

- Communicates, using communication board, “His hair is red!”
- Identifies own height, as indicated on a growth chart posted on the wall.
- Narrates details while drawing a picture of a friend.
- Draws a picture of own family, representing traits such as heights and hair colors.

- Communicates to an adult, “I was mad when it rained because we couldn’t go outside.”
- Communicates that a friend is happy because he is going to have a birthday party.
- Says, “I don’t want to touch the caterpillar. It scares me.”

- Selects a pink crayon for a friend whose favorite color is pink, then selects a blue crayon for self.
- Communicates to a peer that they both like peanut butter and jelly sandwiches.
- Communicates, “I love to swim, but my sister doesn’t.”

- Tells her grandma, “I’m a good friend in school because I share the markers,” at the end of the day when she comes to pick her up.
- Communicates, “I like to be first to the door, but Michael doesn’t care about being first.”
- Communicates, “I’m shy.”

- Communicates to a peer, “I like to talk to my friends when I get to school, and Brianna likes to read books when she gets to school.”
- Communicates to a peer, “I’m great at math, but I’m not so good at reading,” after an adult explains they will do a reading activity next.
- Moves to the back of a group of children when an adult asks, “Who knows how to use the microscope?”
- Communicates, “I think he likes her better than me.”

- Communicates to a peer, “I like to talk to my friends when I get to school, and Brianna likes to read books when she gets to school.”
- Communicates to a peer, “I’m great at math, but I’m not so good at reading,” after an adult explains they will do a reading activity next.
- Moves to the back of a group of children when an adult asks, “Who knows how to use the microscope?”
- Communicates, “I think he likes her better than me.”

**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:**

<table>
<thead>
<tr>
<th>Building</th>
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<tbody>
<tr>
<td>Earlier</td>
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<td>Middle</td>
<td>Middle</td>
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<tr>
<td>Later</td>
<td>Later</td>
</tr>
<tr>
<td><strong>Identifies own or others’ feelings</strong></td>
<td></td>
</tr>
<tr>
<td>Communicates, with adult assistance, about feelings that caused own behavior or others’ behavior</td>
<td></td>
</tr>
<tr>
<td>Communicates ideas about why one has a feeling or what will happen as a result of a feeling</td>
<td></td>
</tr>
<tr>
<td>Communicates ideas about how own or another’s personality affects how one thinks, feels, and acts</td>
<td></td>
</tr>
<tr>
<td><strong>Compares people’s personality traits;</strong> and <strong>Demonstrates consideration for the thoughts or feelings of others</strong></td>
<td></td>
</tr>
<tr>
<td>Uses understanding of another’s personality traits to explain and predict their behavior</td>
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</tr>
</tbody>
</table>

**Possible Examples**

- Communicates, “I like to listen to music, too; it makes me happy,” after noticing a child playing with a musical triangle.
- Communicates that a crying child is sad.
- Communicates, “She wants the big truck.”
- Points to “angry” picture on emotion chart while listening to a story about a character who is angry.
- Responds that a friend is sad, when an adult asks, “Why did your friend get his blanket?”
- Communicates that the turtle in the story was scared, when an adult asks, “Why did the turtle go into its shell?”
- Communicates, “I’m tired. I don’t want to write anymore.”
- Communicates to a peer, “He’ll be mad if his bridge is knocked down again.”
- Uses a communication device to express, “I feel sleepy when it gets dark.”
- 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.
- Communicates to a friend, “I think Joey left these crayons out. He’s always so messy,” after discovering crayons still out in the art area.
- Communicates to a child who is new to the class at pick-up time, “Don’t worry. Your mommy will come.”
- Describes self as a good friend and identifies other children who are also good friends.
- Suggests to a child who gets mad about a block tower that keeps falling to build it a different way.
- Communicates to a friend, “I think Joey left these crayons out. He’s always so messy,” after discovering crayons still out in the art area.
- Gesticulates toward a specific child and communicates, “She can do it, she isn’t scared of anything,” when the adult asks who wants to hold the baby chick.  
- Asks a peer, “Do you want to help me water the flowers and plants, I know you always like to help.”

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Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)</td>
<td>Seeks a familiar adult’s ideas or explanations about events or experiences that are interesting to the child</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Communicates to a familiar adult, “Want to read with me?” during free-choice time.
- Completes a simple puzzle with a familiar adult, taking turns to fit pieces.
- Shows a drawing to a familiar adult and tells the adult what is happening in the drawing.
- Uses an electronic tablet to play a game with a familiar adult.
- Asks a familiar adult what they might see when they go on a field trip.
- Asks a teacher why another child is not going outside with the group.
- Asks a familiar adult for a suggestion about how to fold the paper to make a paper airplane fly.
- Asks a familiar adult, “Is that the zoo we went to?” while looking at photos of zoo animals.
- Offers to carry napkins and cups to the tables when a familiar adult begins preparing for snack.
- Brings a board game to a familiar adult and communicates an interest in playing together.
- Gives pretend food to a familiar adult and communicates, “I made some hamburgers for you. You tell me what you want to drink.”
- Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways.
- Plans a writing activity with a familiar adult, communicating by signing the materials needed.
- Takes initiative in creating cooperative activities with a familiar adult |

**Possible Examples**

- Communicates to a peer who is talking loudly, “The teacher said to use our inside voices.”
- Communicates to peers, “It’s time to clean up and get ready for snack,” after noticing a familiar adult clearing off the lunch table.
- Communicates, “Sometimes my mom is tired from working all day and doesn’t feel like playing games with me at night.”

- Communicates, “Do you like to dance?” after the adult puts on dance music.
- Communicates to a familiar adult, “You told me to share my toys with others when you came in today.”
- Shows interest in how familiar adults’ experiences, feelings and thoughts affect their behavior.
Developmental Domain: SED – Social and Emotional Development

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

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

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
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</table>
| Building
| 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 |

**Possible Examples**

- Takes a few turns trying on hats with a peer.
- Plays chase briefly outside with two peers, and then goes to play alone on the slide.
- Plays cars with a peer for a short while.
- 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.
- Invites friends to build a castle with blocks, and, at clean-up time, asks to save it so they can continue building tomorrow.
- Invites friends to continue working on the art project from the day before.
- Plays school with friends, showing them the charts on the wall and pretending to read a book aloud.
- Plans how to design a large drawing on a poster with several peers, choosing materials and negotiating tasks.
- Acts out a familiar story with peers, planning different characters and scenarios.
- Joins peers in planning and gathering materials needed for small group writing activity.
- Asks a friend, “What should we play, blocks or puppets?” and plays the activity the friend chooses.
- Suggests taking turns when they both want to play on the swings.
- Defends a friend who is teased by another child.
- Tells another child to not sit on the carpet square because it is being saved for another friend.
- Shares with a friend that blue is the prettiest color and that’s why it is her favorite.
- Communicates to another child, “I was scared when the door slammed shut, I thought it was a stranger.”
- Communicates in agreement with a friend, “I like her, too. She is nice. But, he’s too loud and I don’t like to sit next to him during reading time.”

**Integrating**

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
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<tbody>
<tr>
<td>Organizes or participates in planning cooperative play activities with several peers, particularly with friends</td>
<td>Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another’s feelings or negotiates conflicts in a fair and balanced way)</td>
<td>Explains own feelings, thoughts, and opinions to other children</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Developmental Domain: SED – Social and Emotional Development</th>
<th>Building</th>
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<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td><strong>SED 5: Symbolic and Sociodramatic Play</strong></td>
<td>Engages in pretend-play sequences</td>
<td>Engages in pretend-play sequences with others</td>
<td>Engages in pretend-play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group</td>
</tr>
<tr>
<td>Engages in pretend play with others around a shared idea</td>
<td>Engages in roles in pretend-play sequences with others</td>
<td>Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group</td>
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<tr>
<td>Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea</td>
<td>Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line</td>
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**Possible Examples**

- Pretends to be a doctor and takes care of a stuffed bear that is “sick.”
- Makes a pretend cake 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.
- 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.
- Pumps arm while saying “Whoa-whoo,” 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.
- 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.
- Finds more scarves and instruments to give the children joining the “musical dance party” during pretend play.
- Communicates, “We can pretend we are in the jungle, instead of the beach, if we want to be lions,” in response to another child’s request to be a lion instead of a dolphin.
- Communicates, “Let’s pretend you have a long-lost sister who suddenly appears and she has lots of money!” and subsequently enacts the sister role.
- Communicates, “I don’t want to go near the water because I’m scared of the water,” while pretending to be a character in a story who is scared of the water.
- Enacts a complex story, using action figures, about rescuing townspeople from “bad guys” while overcoming obstacles.
### Developmental Domain: LLD – Language and Literacy Development

**LLD 1: Understanding of Language (Receptive)**
Child understands increasingly complex communication and language

Mark the latest developmental level the child has mastered:

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<tr>
<td><strong>Earlier</strong></td>
<td>Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Shows understanding of a wide variety of phrases or sentences</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Communicates, “I’m going to be a princess someday and live in a castle,” while playing with costumes.</td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
<td></td>
</tr>
<tr>
<td>Offers to help after an adult communicates, “Would you like to help me feed the turtle?”</td>
<td>Adds blocks to a tower after a peer says, “Let’s make our skyscraper the tallest!”</td>
</tr>
<tr>
<td>Offers to help after an adult communicates, “Would you like to help me carry these counters to the table?”</td>
<td>Communicates, “It needs to be a castle,” while playing with costumes.</td>
</tr>
<tr>
<td>Collects different types of art supplies after an adult explains an art project and where to find the supplies.</td>
<td>Pretends to be a character in a story after a read-aloud of the story.</td>
</tr>
<tr>
<td>Hands crayons from the shelf after an adult asks, “Can you hand me the crayons that are on the shelf?”</td>
<td>Contributes ideas during a classroom activity about what grown-ups do while at work.</td>
</tr>
</tbody>
</table>

### LLD 1 (of 10)

**Understanding of Language (Receptive)**

- Communicates, “I’m going to be a princess someday and live in a castle,” while playing with costumes.
- Communicates, “I must have been an accident,” when another child says, “I didn’t mean to break the vase.”
- Looks outside at the rain storm when an adult says, “It’s raining cats and dogs.”
- Nods and places hand on friend’s shoulder when the friend communicates, “I couldn’t remember what to say, I got cold feet,” after a school play.
- Responds about an art project with peers, “We worked all morning,” after adult says, “You are as busy as bees!”

- Shows understanding of a wide variety of phrases or sentences
- Communicates, “Let’s make our skyscraper the tallest!”
- Demonstrates understanding of common figurative language such as idioms, metaphors, and similes
- Communicates, “No way,” when adult says dramatically, “It’s so cold I think my nose will fall off.”
- Laughs when peer communicates, “Why did the cookie go to the doctor? Because it felt crummy.”
- Demonstrates understanding of word play, jokes, and riddles
- Points to pictures of a parrot, an owl, and an eagle as an adult says the name of each bird.
- Collects different types of art supplies after an adult explains an art project and where to find the supplies.
- Communicates, “I’m going to be a princess someday and live in a castle,” while playing with costumes.
- Communicates, “It must have been an accident,” when another child says, “I didn’t mean to break the vase.”
- Communicates, “It needs to be a castle,” while playing with costumes.
- Pretends to be a character in a story after a read-aloud of the story.
- Contributions ideas during a classroom activity about what grown-ups do while at work.
### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
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<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
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<tr>
<td><strong>Later</strong></td>
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</tbody>
</table>

**Responsible to Language**

- **Responds to one-step requests or questions that involve a familiar activity or routine**
  - **Building**
    - Puts used paper into recycling bin that was recently added to the room after adult communicates, “Please put used paper in the recycling bin.”
    - Follows simple direction to tag another child when learning a new game.
    - Communicates, “Yo,” [“Me,” in Spanish], after an adult asks, “Who is the helper for snack?”
  - **Integrating**
    - 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.”
    - Follows adult’s direction to find trapezoid, rhombus, and hexagon shapes, to check each off the list when it is found, and to draw a picture of each shape.
    - Participates in linking arms and moving body with a peer while standing back-to-back, in response to adult suggestion to be a “shadow” during a movement activity.
  - **Possible Examples**
    - 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 storytime.
    - Follows the steps communicated by an adult at the end of an art activity to remove smirk, 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.”
    - Follows instructions that explain how to construct a 100’s day poster - by segmenting the poster into 10 sections, selecting 10 groups of items, and then gluing the items to the poster.
    - Participates in linking arms and moving body with a peer while standing back-to-back, in response to adult suggestion to be a “shadow” during a movement activity.
  - **Unable to rate this measure due to extended absence**

**LLD 2 (of 10)**

### Responsiveness to Language

- **Carries out a one-step request that relates to a new or an unfamiliar activity or situation**
  - Building
    - Responds to one-step requests or questions that involve a familiar activity or routine
  - **Integrating**
    - Carries out multi-step requests that involve a familiar activity or situation
  - **Possible Examples**
    - 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?”

- **Carries out multi-step requests that involve a new or unfamiliar activity or situation**
  - Building
    - Puts used paper into recycling bin that was recently added to the room after adult communicates, “Please put used paper in the recycling bin.”
    - Follows simple direction to tag another child when learning a new game.
    - Communicates, “Yo,” [“Me,” in Spanish], after an adult asks, “Who is the helper for snack?”
  - **Integrating**
    - 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.”
    - Follows adult’s direction to find trapezoid, rhombus, and hexagon shapes, to check each off the list when it is found, and to draw a picture of each shape.
    - Participates in linking arms and moving body with a peer while standing back-to-back, in response to adult suggestion to be a “shadow” during a movement activity.
    - Repeats and writes down the rules of a new game a peer created.
    - Begins to assemble an igloo according to an elaborate plan for building it previously discussed by a group of peers.
    - Follows instructions that explain how to construct a 100’s day poster - by segmenting the poster into 10 sections, selecting 10 groups of items, and then gluing the items to the poster.

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

- **Unable to rate this measure due to extended absence**
Mark the latest developmental level the child has mastered:

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<thead>
<tr>
<th>Building</th>
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</table>

- **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**
- **Uses much of the grammar of adult-like speech, sometimes with grammatical errors; and**
- **Adapts own speech to the level of the listener**
- **Uses most of the grammar of adult-like speech; and**
- **Converses about a broad range of abstract ideas and concepts**

### Possible Examples

- Communicates, “It’s my turn,” when an adult brings the pet rabbit for a visit.
- Communicates, “I want Mommy.”
- Communicates, “I like dogs,” while looking at an animal book.
- Communicates, “Our dog is huge,” after hearing a peer use the word “huge.” (“Huge” is a recently encountered vocabulary word.)
- Communicates, “The rabbit is scared,” when sharing a story about a rabbit who went into the bushes. (“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, “Our dog is huge,” after hearing a peer use the word “huge.” (“Huge” is a recently encountered vocabulary word.)
- Communicates a peer, during play, “Yesterday, we made vegetable soup at my house.” (“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 runned really fast.” (“Runned” is past tense with grammatical error.)
- 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, “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.”
- Communicates, “My grandma is really old. She has white hair and lots of wrinkles.”
- Communicates to peer while looking at a book about the moon and planets, “I used to think the moon was following me. Now I understand that it looks like its moving because the earth is actually moving.”
- Communicates to adult away from peers, “I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?”
- Communicates, “I used to like those cookies,” pointing to a cookie and then repeats to a friend who can’t see over the counter, “I used to like chocolate chip cookies, but now I like sugar cookies.”
- Communicates, “I don’t always understand how to make the video player work, but if I think of it like my game player I figure out how to make it work.”
- Communicates to peer while looking at a book about the moon and planets, “I used to think the moon was following me. Now I understand that it looks like its moving because the earth is actually moving.”
- Communicates to adult away from peers, “I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?”

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

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

**LLD 3 (of 10)** Communication and Use of Language (Expressive) **LLD 3 (of 10)**
### 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:

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</table>

**Possible Examples**

- **Communicates, “I’m the baby,” 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 pattern blocks while playing house.**
- **Communicates, “I’m the baby,” after a peer communicates, “I’m the mommy,” while playing house.**
- **Engages in brief conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas.**
- **Has a brief conversation with a peer about things that they like to do together with their families.**
- **Responds to an adult’s comments about animals that live in the zoo, “I went to the zoo. When an adult replies, ‘There are lots of animals in the zoo,’ child says, ‘That’s really hairy.’ Then the conversation continues.”**
- **Has a brief conversation with a person about their family.**
- **Engages in conversations with a shared focus, contributing clarifying comments or building on the other person’s ideas.**
- **Has a conversation with a peer about things that they like to do together with their families.**

**Note:** 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

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

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<th>Building</th>
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<td><strong>Later</strong></td>
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#### Possible Examples

- Pretends to read a book from start to finish.
- Explores book with Braille and tactile content with hands.
- Sings some words of a familiar song, from beginning to end, with an adult.
- Asks questions or communicates about why something happened in a story.
- Starts a song or rhyme with others while playing outside.
- Uses finger puppets while reciting a familiar rhyme.
- Uses 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.
- 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 listening to a story about ladybugs.
- 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.
- Constructs a storybook about places to visit that includes pictures from a travel magazine.
- Looks at a book about the “phases” of the moon after moon phases had been introduced by an adult.
- Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child.
- Communicates excitedly about the story of a baseball hero he read with an adult yesterday and asks for the book to be read during group reading.
- Resumes reading a chapter book from the library during free time.
- Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion.
- Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.

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- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence
**Developmental Domain: LLD — Language and Literacy Development**

## LLD 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:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
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<tr>
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**Possible Examples**

- 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?”
- Communicates, “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, “These two books are about bears, but the bears in Goldilocks are nicer.”
- Relates what happens in a familiar storybook to a peer as they begin to share the book together.
- 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, “These two books are about bears, but the bears in Goldilocks are nicer.”
- Relates what happens in a familiar storybook to a peer as they begin to share the book together.
- 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, “These two books are about bears, but the bears in Goldilocks are nicer.”
- Relates what happens in a familiar storybook to a peer as they begin to share the book together.
- Communicates, “Early, I thought the blue fish swam fast, and then I realized that he was lonely and wanted to find his mom. That is why he was in such a hurry,” after reading a book together with an adult.
- Retells a story using detail explaining why it is an important story about how we are polluting the earth.
- Communicates, “It is not okay that some people don’t have food to eat and go to bed hungry,” after hearing a story read by an adult about children living in poverty.
- Puts hands at sides and faces forward after looking at the chart for how to line up in the hallway.
- Asks, “How can you go back in time?” after hearing a story about time travel.
- Asks a peer, “In the story, did the wizard cast a spell over the children or did they just change?”
- Communicates that today is Tuesday and the classroom plant needs to be watered, after looking at the plant watering chart and asking out loud, “Should we water the plant today?”

### Possible Examples

- **Earlier**
  - Makes comments or asks questions about text presented in books or the environment
  - 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?”

- **Middle**
  - Makes comments or asks questions about text presented in books or the environment
  - 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?”

- **Later**
  - Makes comments or asks questions about text presented in books or the environment
  - 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?”
Developmental Domain: LLD — Language and Literacy Development

**LLD 7: Concepts About Print**
Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

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

<table>
<thead>
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<th>Building</th>
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<td>Middle</td>
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<td>Later</td>
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- **Demonstrates awareness of the way books are handled**
  - Possible Examples
    - 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.

- **Demonstrates understanding that print and symbols carry meaning**
  - Possible Examples
    - Points at a stop sign and then communicates, "That means stop," while looking at pictures on a felt board.
    - Points to the print while pretending to read a page with both print and pictures.
    - Requests that an adult writes words next to a picture the child has drawn.

- **Demonstrates understanding of how to follow print on a page of text**
  - Possible Examples
    - Moves fingers along print, from one end of the page to another.
    - Points to the first word on a page and then communicates, "Start here."
    - 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.

- **Demonstrates understanding that print is organized into units, such as letters, sounds, and words**
  - Possible Examples
    - 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.

- **Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information**
  - Possible Examples
    - Communicates, "I got three birthday cards in the mail and one had a letter from my grandpa."
    - Communicates, "For the scavenger hunt at my party, let’s leave clues on note cards or sticky notes so my friends know where to go for the next clue."
    - Looks at the instructions of a board game, hands them to an adult, and asks who is supposed to.

- **Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation**
  - Possible Examples
    - Uses index finger to track the sentences in a story while an adult reads the story, pausing finger at the punctuation at the end of sentences.
    - Communicates, "This is the beginning of the sentence because the first word has a capital letter."
    - Communicates, "There are three sentences on this page."

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Note: 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 emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**

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**Concepts About Print**

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**LLD 7 (of 10)**
### 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:

<table>
<thead>
<tr>
<th>Stage</th>
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<th>Middle</th>
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<td><strong>Building</strong></td>
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<td>Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats simple nursery rhymes</td>
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<tr>
<td>Possible Examples</td>
<td>Drums out each word in &quot;I am Matt&quot; in a name game in the classroom, after an adult has modeled drumming while saying single words.</td>
<td>Communicates, &quot;Rain,&quot; after an adult communicates, &quot;There are two words in &quot;raincoat.&quot; What happens when we take away the word 'coat' while moving a picture of a coat away from a picture of rain.</td>
<td>Answers, &quot;Goldfish,&quot; after an adult asks, &quot;If you put together the words 'gold' and 'fish,' what word does that make?&quot;</td>
<td>Communicates, &quot;Cup,&quot; at the snack table, after an adult says, &quot;I have a c-- up. What do I have?&quot;</td>
<td>Communicates, &quot;Marker,&quot; after an adult communicates, &quot;What happens when I put the two syllables 'mark' and --en, together?&quot;</td>
<td>Communicates, &quot;Ink, pink ink,&quot; when adult playing sound game asks, &quot;What little word do you have if I take off the initial sound of 'P?' from the word pink?&quot;</td>
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<td>Communicates, &quot;Zebra,&quot; after an adult separates the word into syllables, and says, &quot;Ze--&quot; and &quot;-bra,&quot; while looking at a wordless picture book about the zoo.</td>
<td>Communicates, &quot;Rain,&quot; after an adult communicates, &quot;There are two words in &quot;raincoat.&quot; What happens when we take away the word 'coat' while moving a picture of a coat away from a picture of rain.</td>
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<tr>
<td></td>
<td>Communicates, &quot;Marker,&quot; after an adult communicates, &quot;What happens when I put the two syllables 'mark' and --en, together?&quot;</td>
<td>Communicates, &quot;Rain,&quot; after an adult communicates, &quot;There are two words in &quot;raincoat.&quot; What happens when we take away the word 'coat' while moving a picture of a coat away from a picture of rain.</td>
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<tr>
<td>Note: 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, there is a cochlear implant, or is using cued speech, the sequence is very similar to that of a hearing child.</td>
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**Child is emerging to the next developmental level**

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

**LLD 9: Letter and Word Knowledge**

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

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

<table>
<thead>
<tr>
<th>Building</th>
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**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 uppercase letters; and Identifies most lowercase letters; and Shows understanding that letters correspond to sounds in words

**Possible Examples**

- 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.
- Names some letters while looking at an alphabet book.
- Points and names some letters in an alphabet puzzle.
- Communicates some letter names in Braille.
- Identifies some letters in Braille.
- 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.
- Communicates, “I have two As in my name, one big A and one little a,” 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, “Those both start with B,” after hearing the words “ball” and “bat” in a story.
- Looks at the word “mat” in large print and says “m” (letter sound).
- Says every letter while reading an alphabet book, sometimes also sounding out the letters, such as “h, /ha/.”
- Says the sound of each letter, “/c/-/k/-/a/-/t/, cat,” after identifying the word “cat” by sight or touch.
- Identifies common words “the” and “like” when looking at a song chart.
- Communicates, “There are two ways you can say this letter,” while pointing to the lowercase letter “a.”
- Looks at the word “bait,” and accurately says “the second vowel means it’s not “bat,” it’s “bait.”
- Communicates, “If you take out the “o” in “come” and put in an “a” it becomes ‘came.”

---

**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:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Makes scribble marks or simple drawings that represent people, things, or events</td>
<td>Makes scribble marks or simple drawings that represent people, things, or events</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Makes marks to represent own name or words</td>
<td>Makes marks to represent own name or words</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Uses letters or clearly recognizable approximations of letters to write own name</td>
<td>Uses letters or clearly recognizable approximations of letters to write own name</td>
</tr>
</tbody>
</table>

#### Possible Examples
- **Building**
  - Makes 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.
- **Middle**
  - Makes marks that are linear and spaced like letters or words while writing a pretend grocery list.
  - Makes marks to write down 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.”
  - Signs a self-made card to grandma, using a few letters from own name.
  - Uses a few letter stamps to represent own name.
  - Writes own name on drawings made in class.
  - 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.
- **Later**
  - Writes a simple sentence, e.g., “I wnt a dog,” when asked to write a letter to his parents.
  - Writes “I love you, Daddy and Mommy,” correctly on a drawing.
  - Writes a simple thank you note, e.g., “Thk you for cmng to vst,” after the dentist visits the classroom.
  - Writes a short autobiographical story about the day he learned to ride a bicycle.
  - Writes directions for how to get to his house from school.
  - Writes a multi-sentence description of how to decorate a cake.

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**Note:** 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 emerging to the next developmental level
- Unable to rate this measure due to extended absence

---

**LLD 10** (of 10)  |  **LLD 10** (of 10)
### Developmental Domain: ELD — English-Language Development

#### ELD 1: Comprehension of English (Receptive English)

**Child is progressing toward fluency in understanding English**

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Attends to interactions in English and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines</td>
<td>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</td>
<td>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</td>
<td>Shows understanding of most information and concepts communicated in English for both instructional and social purposes</td>
</tr>
</tbody>
</table>

**Possible Examples**

- 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.
- Pauses to listen to peers speaking English for a short period of time while playing in the sandbox.
- Begins to put blocks on a shelf when a peer says in English, “Clean-up time.”
- 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 the 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).
- 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.”
- Adds orange and green counting bears after an adult says in English, “Let’s separate them by color.”
- Sorts orange and green counting bears after an adult says in English, “Let’s separate them by color.”
- Sorts orange and green counting bears after an adult says in English, “Let’s separate them by color.”
- Sorts orange and green counting bears 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 the child wants to ride bikes together outside.

**Conditional Measure**

- This measure is not rated: English is the only language spoken in this child’s home

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

- Unable to rate this measure due to extended absence

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**ELD 1 (of 4) Comprehension of English (Receptive English) ELD 1 (of 4)**

DRDP-K (2015): A Developmental Continuum for Kindergarten © 2014-2015 California Department of Education – All rights reserved
Mark the latest developmental level the child has mastered:

- **Discovering English**
  - Communicates in home language or nonverbally, or both
  - Possible Examples:
    - 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 Mandarin), while putting some toy animals under a blanket in the dramatic play area.

- **Exploring English**
  - Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English
  - Possible Examples:
    - 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.

- **Developing English**
  - Communicates in English, using single words and common phrases (may mix English with home language)
  - Possible Examples:
    - 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 bag.
    - 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 tiendita [“the little store” in Spanish].”
    - Communicates to a peer “My dad ride a horse,” [“My dad rides a horse,”] while attempting to draw a horse.

- **Building English**
  - Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)
  - Possible Examples:
    - Communicates to a peer while playing restaurant in the dramatic play area, “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 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 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?”]

- **Integrating English**
  - 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)
  - Possible Examples:
    - 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 Mandarin] while helping to put a dress on a stuffed dog in the dramatic play area.
    - 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 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?”]
### 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

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support</td>
<td>Uses home language, gestures, or single words in English to show understanding of literacy activities in English</td>
<td>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)</td>
<td>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)</td>
<td>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)</td>
</tr>
</tbody>
</table>

Possible Examples

- Joins in with peers who are singing a song or chant in home language.
- Looks at pages of a picture book with a peer while an adult reads the book aloud in English.
- Watches a retelling of The Three Bears in English on the flannel board, after the story has been read in home language.
- 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 The Three Bears in English to a small group of children.
- Comments in home language about a picture in a book, after hearing other children making comments.
- 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 The Very Busy Spider.
- Communicates to a peer, “Look! Look! ¡Una oruga!” in Spanish! Like the book!” while playing outside, after The Very Hungry Caterpillar was read aloud in English.
- Brings the book Rosie’s Walk 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. ¡Todo! [“All of it!” in Spanish]” during a teacher-guided discussion in English about The Three Bears, 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.
- 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 The Kissing Hand 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 The Three Little Bears.

Conditional Measure

- This measure is not rated: English is the only language spoken in this child’s home

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

<table>
<thead>
<tr>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Symbol, Letter, and Print Knowledge in English</strong></td>
<td><strong>Demonstrates awareness that symbols carry meaning or that print in home language carries meaning</strong></td>
<td><strong>Demonstrates understanding that English print consists of distinct letters with names in English</strong></td>
<td><strong>Identifies several English letters;</strong> &lt;br&gt; <strong>and</strong> &lt;br&gt; <strong>Recognizes own name in English print</strong></td>
<td><strong>Identifies at least ten English letters;</strong> &lt;br&gt; <strong>and</strong> &lt;br&gt; <strong>Identifies a few printed words frequently used in English</strong></td>
</tr>
</tbody>
</table>

### Possible Examples

- Shows an adult a book and requests, “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.

- 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.”

- 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.

- 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 ‘s– t– o– p’” [using English letter names],” while pointing to a stop sign to a Spanish-speaking peer.
Developmental Domain: Cognition: Math (COG: MATH)

COG: MATH 1: Classification
Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile.</td>
</tr>
<tr>
<td>Sorts rocks into two piles, big and small, after a neighborhood walk.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Separates a pile of toy animals by kind (e.g., dogs, cats, and birds).</td>
</tr>
<tr>
<td>Puts crayons, pencils, and markers into different containers.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Sorts buttons by color, and then sorts all of them again by shape or size.</td>
</tr>
<tr>
<td>Sorts shoes based on color, and then re-sorts all of them by type (e.g., slippers, boots, tennis shoes).</td>
</tr>
<tr>
<td>Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then re-sorts all of them by what is worn on a hot day and what is worn on a cold day.</td>
</tr>
<tr>
<td>Separates tiles into four groups: blue circles, blue squares, red circles, and red squares.</td>
</tr>
<tr>
<td>Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks.</td>
</tr>
<tr>
<td>Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).</td>
</tr>
<tr>
<td>Puts pictures of a scarf, hat, and warm jacket together and pictures of a bathing suit, sandals, and bucket together. Communicates, “These three you use in the winter and these three you use in the summer.”</td>
</tr>
<tr>
<td>Sorts cards with pictures of tools into garden tools, building tools, and kitchen tools, and communicates the type of tools in each group.</td>
</tr>
<tr>
<td>Puts a ruler, a magnifying glass, and a balance scale into a storage bin, and communicates, “The tools in the storage bin are for the science table and the tools in the basket are for art.”</td>
</tr>
<tr>
<td>Places a variety of apples into three bowls based on color, counts the number of apples in each bowl and communicates, “The most apples we have are green, then red, then yellow.”</td>
</tr>
<tr>
<td>Sorts cards used to track the weather during the month and counts the number of cards in each category to report how many sunny, cloudy, and rainy days there were that month.</td>
</tr>
<tr>
<td>Organizes the forks and spoons, and communicates, “We have more spoons than forks and more small spoons than large spoons.”</td>
</tr>
</tbody>
</table>

Mark the latest developmental level the child has mastered:

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

- **Earlier**
  - Sorts objects into two groups based on one attribute, but not always accurately
  - Sorts objects accurately into two or more groups based on one attribute
  - 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
  - Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups

- **Middle**
  - Sorts objects into two groups based on one attribute, but not always accurately
  - Sorts objects accurately into two or more groups based on one attribute
  - 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
  - Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups

- **Later**
  - Sorts objects into two groups based on one attribute, but not always accurately
  - Sorts objects accurately into two or more groups based on one attribute
  - 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
  - Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
COG: MATH 2: Number Sense of Quantity
Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Identifies small quantities without counting, up to three</td>
<td>Counts up to five objects using one-to-one correspondence; and</td>
</tr>
<tr>
<td></td>
<td>Recites numbers in order, one through ten</td>
</tr>
<tr>
<td><strong>Possible Examples</strong></td>
<td></td>
</tr>
<tr>
<td>- Communicates a desire for two apple slices after noticing that a peer has two apple slices.</td>
<td>- Counts out loud, “One, two, three, four, five,” saying the next number as the next cup is placed on the table.</td>
</tr>
<tr>
<td>- Communicates, “Three dogs,” while looking at a picture of three dogs.</td>
<td>- Chants numbers from one to 10 in order while waiting for a drink at the water fountain.</td>
</tr>
<tr>
<td>- Communicates, “Now I have one bear and you have one,” while giving a peer a counting bear.</td>
<td>- Counts four pencils and says, “Four,” when asked how many pencils there are.</td>
</tr>
<tr>
<td>- Counts ducks in a story book, “One, two, three, four, five,” and then communicates that there are five.</td>
<td>- Counts ducks in a story book, “One, two, three, four, five,” and then communicates that there are five.</td>
</tr>
<tr>
<td>- Communicates, “Now I have one bear and you have one,” while giving a peer a counting bear.</td>
<td>- Counts four pencils and says, “Four,” when asked how many pencils there are.</td>
</tr>
<tr>
<td>- Counts, “One, two, three,” out loud while pointing to each of three squares on a light box.</td>
<td>- Counts four pencils and says, “Four,” when asked how many pencils there are.</td>
</tr>
<tr>
<td>- Counts out loud, “One, two, three, four, five,” saying the next number as the next cup is placed on the table.</td>
<td>- Counts four pencils and says, “Four,” when asked how many pencils there are.</td>
</tr>
<tr>
<td>- Communicates, “Three dogs,” while looking at a picture of three dogs.</td>
<td>- Counts four pencils and says, “Four,” when asked how many pencils there are.</td>
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<td>- Communicates, “Now I have one bear and you have one,” while giving a peer a counting bear.</td>
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</tr>
<tr>
<td>- Communicates, “Three dogs,” while looking at a picture of three dogs.</td>
<td>- Counts four pencils and says, “Four,” when asked how many pencils there are.</td>
</tr>
<tr>
<td>- Communicates, “Now I have one bear and you have one,” while giving a peer a counting bear.</td>
<td>- Counts four pencils and says, “Four,” when asked how many pencils there are.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less</td>
<td>Represents and solves addition and subtraction word problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and</td>
</tr>
<tr>
<td>Identifies the new number of objects after one object is added to or removed from a set of two or three objects</td>
<td>Demonstrate understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., (7 = 5 + 2; 7 = 6 + 1))</td>
</tr>
<tr>
<td>Uses counting to add or subtract one or two objects to or from a group of at least four objects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

### Possible Examples

- Communicates, “Now we have more,” 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.
- Notices when another child’s bowl has more beads than own bowl, and asks an adult to add beads to own bowl.
- 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 torn bean bag from a group of three bean bags.
- Gives one of two cars to another child, and then communicates, “I have one and you have one.”
- Adds one counting bear to a group of four, and counts, “I have one . . . two . . . three . . . four . . . five.”
- 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.
- Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six.
- Communicates, “I had four hair clips, but I gave one to my sister. Now I have three.”
- Brings six papers to the table after adult communicates, “We usually have two visitors, so how many papers 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?”
- Holds up five fingers on one hand and three fingers on the other hand and counts to self, “1, 2, 3, 4, 5, 6, 7, 8,” when presented with a word problem about how many balloons you would have if you were given five balloons and then three more balloons.
- Solves the problem: “7 + 2,” presented on a worksheet by drawing seven circles, then drawing two more circles, and counting the total number of circles.
- Removes three cars and counts the number of cars left: “1, 2, 3, 4, 5, 6, 7,” and replies “7?” when adult asks, “You have 10 cars, if I took 3 away, how many would you have left?”
- Creates a group of three manipulatives and a group of five manipulatives and communicates, “I have eight. I can also do four and four and still have eight.”
- Writes the equation “11 + 3,” then counts aloud, “11, 12, 13, 14,” and replies “14,” when presented with a word problem about a child who has 11 balloons and gets three more balloons. (count–on strategy)
- Communicates, “12 minus 2 is 10, and then 10 minus 1 is 9,” when explaining her solution to the problem: “12 minus 3.” (make a 10 strategy)
- Communicates, “10 plus 2 is 12, so it is two,” when presented with the subtraction problem: “10 minus 8.” (subtraction is inverse to addition strategy)
- Communicates, “7 plus 3 is 10 and then 2 more is . . . 10, 11, 12. There are 12,” when solving the equation: “7 plus 2 plus 3.” (make a 10 and count–on strategies)

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

**Unable to rate this measure due to extended absence**
**Developmental Domain: Cognition: Math (COG: MATH)**

**COG: MATH 4: 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:

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

**COG: MATH 4 (of 6)**

**Measurement**

**Possible Examples**

- **Building**
  - Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties
  - Communicates, “This one is longer,” when placing interlocking cubes side by side to check which is longer.
  - Communicates, “My braid goes down my back. It's long.”
  - Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower.

- **Middle**
  - Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words
  - Communicates, “This one is longer,” when placing interlocking cubes 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.

- **Later**
  - Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
  - Arranges several leaves by size while working on a fall leaf project.
  - Lines up several objects from smallest to largest in the science area.
  - Puts four different objects on a balance scale, then lines them up from lightest to heaviest.

- **Integrating**
  - 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)
  - Arranges five shapes on an electronic tablet from small to large by touching and dragging.
  - Uses footsteps to measure the length of a rug and communicates, “This rug is 10 steps long!”

- **Earlier**
  - Measured objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units
  - Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units

- **Middle**
  - Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units
  - Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units

- **Later**
  - Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units
  - Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units

- **COG: MATH 4 (of 6)**

- **Measurement**

- **COG: MATH 4 (of 6)**

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

**Unable to rate this measure due to extended absence**
**Developmental Domain: Cognition: Math (COG: MATH)**

**COG: MATH 5: Patterning**

The child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity.

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

<table>
<thead>
<tr>
<th>Building</th>
<th>COG: MATH 5 (of 6)</th>
<th>Patterning</th>
<th>COG: MATH 5 (of 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Matches simple sequences that are seen, heard, or experienced</td>
<td>Creates, copies, or extends complex repeating unit of the pattern;</td>
<td>Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions</td>
</tr>
<tr>
<td>Middle</td>
<td>Attempts to create simple repeating patterns (with two elements)</td>
<td>Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern</td>
<td></td>
</tr>
<tr>
<td>Later</td>
<td>Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern</td>
<td>Creates, copies, or extends complex repeating patterns (with three or more elements)</td>
<td>Identifies smallest repeating unit of the pattern; and Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)</td>
</tr>
</tbody>
</table>

### Possible Examples

- Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star.
- 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).
- 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.
- Add 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.
- Observes the square-circle-circle pattern on the rug and communicates, “Square, circle, circle repeats over and over.”
- Creates a movement pattern of jump-clap-clap to match the musical sounds of drum-cymbal-cymbal.
- Strings beads in a red-red-blue-blue pattern and communicates, “It’s the same like that one with green-green-purple-purple, but with different colors.”
- Communicates, “This is the smallest square and then it is getting bigger and bigger,” when describing the progression in a square growing pattern.
- Communicates, “Here there is one circle, then there are two more circles and here there are three more circles, so the next one will have four more circles.”
- Points to a growing pattern they built in a group activity and communicates, “This house has one square and one triangle, this one has two squares and two triangles, and this house has three squares and three triangles.”

- Lines up toy 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 *Brown Bear, Brown Bear, What Do You See?*.
- 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).
- 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.
- Add cubes to continue red-yellow-blue pattern.
**COG: MATH 6: Shapes**

Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>Early</td>
</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
</tbody>
</table>

**Possible Examples**

- 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.
- Communicates, “Next, I’ll do the triangle,” after placing a square in a puzzle.
- Points to a clock in the room when asked to find a circle during an “I Spy a Shape” game.
- 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.
- Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle.
- Communicates that the face in a figure drawing is 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.
- Communicates, “This one has three sides and this hexagon has one, two, three, four, five sides,” after a group activity comparing different shapes.
- Points to the door and then to a rectangle block laying on its side and communicates, “The door is a big rectangle and the block is a small rectangle,” while playing a shape-finding game.
- Communicates to the adult, “I put two cylinders on the bottom and a rectangle on top to make the bridge.”
- Points to the pyramid and communicates that the pyramid has a triangle on each side, in response to adult asking, “What shape do you see in a pyramid?”
- Communicates, “This is still a triangle because it has three sides and three corners,” while pointing to a very narrow triangle that has two long sides and one short side.
- Sorts ovals from circles and communicates, “These are round, but they are not circles because here it is long and here it is short.”
- Constructs an accurate rectangle out of straws and communicates, “I needed two long straws and two short straws to make a rectangle.”
- Communicates, “They both have four sides, but they are not the same shape,” and then lays the parallelogram shape on top of the rectangle to show the difference.
## COG: SCI 1: Cause and Effect

Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.

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

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

### Possible Examples

- Acts on objects to cause a specific result
  - Earlier: Acts in ways that take into account an anticipated result
  - Middle: Offers possible explanations for why certain actions or behaviors result in specific effects
  - Later: Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results

- Integrating

- Earlier: Communicates, "If I kick the ball harder, it will go really far!" during outdoor play.
- Middle: Communicates, "We need to wash our hands with soap to get rid of the germs so we don’t get sick.”
- Later: Uses a ruler to measure how far a marble travels on the ground each time it rolls down a ramp of a different height.

- Pours water into a water wheel to make it spin.
- Puts a toy car in a tube and watches it roll out the other end when the tube is tilted.
- Pulls or directs an adult to pull a tab in an interactive book.
- Communicates, “The ice melted and made water because it’s hot in the sun.”
- Points to wilted leaves on a plant and communicates that the plant needs water.
- Communicates, “If I kick the ball harder, it will go really far!” during outdoor play.
- Communicates, “We need to wash our hands with soap to get rid of the germs so we don’t get sick.”
- Communicates, during lunch, “I eat my whole sandwich because food makes me full of energy, and then I can run really fast.”
- Communicates when seeing ducks flying overhead, “The ducks are leaving because it is getting cold and the water they swim in will become ice and they won’t have anywhere to swim.”
- Communicates when seeing ducks flying overhead, “The ducks are leaving because it is getting cold and the water they swim in will become ice and they won’t have anywhere to swim.”
- Communicates, "We need to wash our hands with soap to get rid of the germs so we don’t get sick.”
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## Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Engages in sustained explorations</td>
<td>Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions</td>
<td>Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)</td>
</tr>
</tbody>
</table>

**Possible Examples**

- **Watches a new fish in the tank closely for several minutes, then calls a peer over to watch the fish, too.**
- **Notices a drooping plant and comments, “How can we make it better?” and tries different ways to support it, such as holding it or leaning it against something.**
- **Observes a squirrel outside for awhile, and then asks, “Where did it go?” after the squirrel went up a tree.**
- **Indicates that a “roly-poly” bug will roll up into a ball if touched, and then checks by touching it.**
- **Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult.**
- **Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier.**
- **Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first.**
- **Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.**
- **Places different materials (i.e., wax paper, cardboard, clear plastic) in front of a beam of light and records the level of transparency (e.g., block all of the light, blocks some of the light, or allows the light to pass through).**
- **Records how the sun appears to move by observing sunny areas of the yard in the morning, noon, and afternoon and then predicts how the sun will move across the sky the next day.**
- **Determines how much the temperature changes throughout the day by observing and recording the temperature on the thermometer at the beginning, middle, and end of the day.**

- **Predicts that paint will turn purple while watching an adult mix together blue and red paint.**
- **Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult.**
- **Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first.**
- **Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.**
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<table>
<thead>
<tr>
<th>Integrating</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
</tr>
<tr>
<td>Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest</td>
<td>Uses information from resources (e.g., print or digital) to expand on observations and investigations to answer specific questions on scientific topics</td>
<td>Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics</td>
</tr>
</tbody>
</table>

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COG: SCI 3: Documentation and Communication of Inquiry

Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others

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Mark the latest developmental level the child has mastered:

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

- **Communicates similarities or differences in the characteristics of objects**
- **Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations**
- **Includes details when recording observations or investigations**
- **Participates in recording detailed information by tallying, charting, simple graphing, or making complex drawings; and Communicates about findings, related ideas, or simple explanations**
- **Identifies patterns by summarizing recorded data (e.g., tallies, charts, simple graphs) in order to describe detailed findings to others**
- **Constructs thoughtful explanations based on recorded evidence and communicates explanations to others**

**Possible Examples**

- Communicates, “This one has a leaf, but that one doesn’t,” after an adult asks, “How are our plants doing?”
- Gathers several rocks while outside and communicates which are heavy and which are light.
- Communicates, “The grapefruit is big. The lemon is small.”
- Uses sign language to describe what a worm feels like and what a caterpillar feels like.
- Looks at an ant through a magnifying glass, and then draws a simple picture of what it looked like.
- Holds and looks at a caterpillar closely, and asks an adult to write down, “It’s wiggling. It tickles.”
- Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
- Draws a picture of a butterfly and communicates about its body parts, showing the head, legs, and four wings.
- Glues pumpkin, watermelon, and apple seeds on a page and communicates which is biggest and which is smallest.
- Observes a bird nest and tries to create a model nest, using clay, twigs, and other materials.
- Draws a picture of a recent rainstorm, including clouds, slanted raindrops, puddles, and lightning, and shares it with peers.
- Collaborates in collecting data, using tally marks to show objects that stick to a magnet and objects that do not, and shares results in a discussion facilitated by an adult.
- Sorts flannel-board animals into two columns—animals that live in the water and animals that live on land—and communicates, “Some animals that live in the water have fins.”
- Uses tally marks to record other children’s favorite colors. Counts the tallies and states, “Six like green and five like pink. Green is the most favorite color.”
- Observes a chart that groups animal habitat into two columns, labeled “land” and “water,” and communicates, “Some animals are in both columns because they can live on land and in water.”
- Draws a picture of a recent rainstorm, including clouds, slanted raindrops, puddles, and lightning, and shares it with peers.
- Observes a graph about the speed of cars going down ramps of different heights and communicates, “We need to make the ramp really high to make the car go fast because the higher ramp gives the car more power.”
- Records the level of transparency of different materials placed in front of a beam of light and then communicates, “You can’t see the light beam when the cardboard is in front of it because cardboard doesn’t have any holes.”
- Reviews a chart that shows the measurements of a plant placed near the window and a plant placed in the closet and explains, “The one in the closet did not grow because it did not have sunlight.”

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Child is emerging to the next developmental level

Unable to rate this measure due to extended absence
### COG: SCI 4: Knowledge of the Natural World

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

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

<table>
<thead>
<tr>
<th>Developmental Domain: Cognition: Science (COG: SCI)</th>
<th>COG: SCI 4: Knowledge of the Natural World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COG: SCI 4</strong> (of 4)</td>
<td><strong>Knowledge of the Natural World</strong></td>
</tr>
</tbody>
</table>

#### Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)

- Touches wet ground and communicates, “Muddy.”
- Communicates that a worm is long and wiggly.
- Identifies different animal sounds when visiting a zoo or farm.
- Communicates, “My puppy likes to eat a lot because he’s growing and getting bigger.”
- Observes that the water is below the roots in a sweet-potato jar and adds more water.
- Wants to know who will feed the fish over the weekend.
- Communicates, “The clouds are moving so fast. They cover the sun and then I can’t see it.”
- Communicates: “Fish can breathe underwater, but we have to hold our breath.”
- Communicates that a friend fell down and hurt a knee and that the knee has to be covered until it is all better.
- Communicates, “It needs lettuce to grow. All animals need food,” after reading a book about a rabbit.
- Communicates, “It is important to keep our home warm so that we don’t freeze and die in the winter.”
- Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges.
- Communicates, “You find worms in the dirt and bees on the flowers.”
- Communicates, “The clouds are moving so fast. They cover the sun and then I can’t see it.”
- Communicates, “I saw cactus in the desert. Cactus don’t need a lot of water so they can live in the desert.”
- Communicates, “Plants need water and light to live,” during a discussion about what to include in building a terrarium.
- Communicates, “It is important to keep our home warm so that we don’t freeze and die in the winter.”
- Communicates, “Because fish live underwater, they need gills to breathe.”
- Communicates, “Plants need water and light to live,” during a discussion about what to include in building a terrarium.

#### Building

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., need for water and food; change and growth)</td>
<td>Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)</td>
<td>Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)</td>
</tr>
</tbody>
</table>

#### Integrating

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)</td>
<td>Demonstrates knowledge of what living things (plants, animals, and humans) need to survive; and</td>
<td>Demonstrates knowledge of the relationship between what living things need to survive and where they live</td>
</tr>
</tbody>
</table>

#### Possible Examples

- Communicates, “The eggs became tadpoles, and then the tadpoles grew into frogs.”
- Observes the sky and communicates, “The sun is always in the front yard in the morning and in the back yard in the afternoon.”
- Points to drawings that show the stages of growth of a sunflower seed, and explains, “The seed sprouted, then the plant grew, then the flowers grew, and now we have seeds again.”
- Shows a book about the life cycle of frogs to a peer, and communicates, “The eggs became tadpoles, and then the tadpoles grew into frogs.”
- Observes the sky and communicates, “The sun is always in the front yard in the morning and in the back yard in the afternoon.”

---

**COG: SCI 4 (of 4) Knowledge of the Natural World**
**Mark the latest developmental level the child has mastered:**

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Tries different ways to coordinate movements of large or small body parts</td>
<td>Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and object</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Changes movement when shaking the parachute during gym or recess.
- 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.
- 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.
- 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.
- Maintains spacing while performing a traditional group folk dance (such as 'circle dosie-do').
- Tries to maintain group spacing when moving together down the field toward an opponent's end during a game.
- Engages in a soccer-type game, maintaining spacing of self in relation to other teammates, and passing ball when another teammate is open.
- Places self in a defensive position in relationship to an opponent approaching a basketball net.
- Maintains group spacing in a sequenced ribbon dance and moves ribbons in unison with other dancers.

- Changes movements when shaking the parachute during gym or recess.
- 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.
### PD 2: Gross Locomotor Movement Skills

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

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

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Coordinates movements, in an upright position, that momentarily move whole body off the ground</td>
<td>Coordinates and controls individual locomotor movements, with some success</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Runs with short, uneven steps with arms to the side.
- Crouches down and jumps up, with heels barely coming off the ground.
- Hops with two feet leaving the ground momentarily.

- Runs with short strides, and sometimes has difficulty stopping.
- Gallops for a few steps at a time.
- Moves along a low balance beam or along the side of a curb, stepping sideways.
- Navigates changes in surface and direction using a mobility aid, such as a walker.

- Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg).
- Crouches down and then jumps forward using both legs.
- Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.

- 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.

- Changes body speed and position with quick movements to match rhythmic changes in music.
- Leaps over low objects by varying speed and stride while running.
- Dodges to avoid being touched by another player during a game of tag.
- Uses arms to propel wheelchair through narrow spaces, making adjustments in speed and direction to avoid bumping into objects.

- Moves body while bouncing and catching a ball in response to changes in a rhythmical beat.
- Runs and moves a ball down the field, as in the game of soccer.
- Steps towards the T-ball stand while swinging a bat to hit the ball.
- Plays a modified game of volleyball with a beach ball or large balloon, keeping the object in the air while passing it to a teammate.

- Possible Examples include:

  - Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.
  - Changes body speed and position with quick movements to match rhythmic changes in music.
  - Leaps over low objects by varying speed and stride while running.
  - Dodges to avoid being touched by another player during a game of tag.
  - Uses arms to propel wheelchair through narrow spaces, making adjustments in speed and direction to avoid bumping into objects.
  - Moves body while bouncing and catching a ball in response to changes in a rhythmical beat.
  - Runs and moves a ball down the field, as in the game of soccer.
  - Steps towards the T-ball stand while swinging a bat to hit the ball.
  - Plays a modified game of volleyball with a beach ball or large balloon, keeping the object in the air while passing it to a teammate.
### Developmental Domain: PD – Physical Development

**PD 3: Gross Motor Manipulative Skills**
Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td>Manipulates objects using one or more body parts, with stability but limited coordination</td>
<td>Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements</td>
</tr>
</tbody>
</table>

**Possible Examples**

- 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.
- 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.
- 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.
- 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 food forward, right arm back), maintaining balance.
- Bounces a ball several times while walking.
- Plays catch with a friend using progressively more force to throw the ball while moving farther away from the friend.
- Moves quickly and precisely to catch a beanbag or tennis ball thrown just outside of reach.
- Steps forward, immediately rotating the hips and torso toward the leg that stepped forward, using force and speed to swing a bat at a tossed ball.
- Tosses and catches a foam ball with a peer while moving closer to and away from the peer, tossing the ball higher or lower and to the left or right.
- Plays soccer with peers, moving a ball down the field, kicking the ball to a teammate or goal, and sometimes tossing ball in-bounds.
- Uses a hoop, ball, or other manipulative object, while moving in a rhythmic sequence.
- Tosses and catches a foam ball with a peer while moving closer to and away from the peer, tossing the ball higher or lower and to the left or right.
- Plays soccer with peers, moving a ball down the field, kicking the ball to a teammate or goal, and sometimes tossing ball in-bounds.
- Uses a hoop, ball, or other manipulative object, while moving in a rhythmic sequence.

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

**PD 3 (of 4)**

Gross Motor Manipulative Skills
### Developmental Domain: PD – Physical Development

#### PD 4: Fine Motor Manipulative Skills

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
</tr>
</tbody>
</table>

- **Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body**
- **Manipulates objects using both hands doing different movements**
- **Manipulates objects using hands with strength, accuracy, and coordination**
- **Performs with efficiency a variety of tasks that require precise manipulation of small objects**
- **Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects**
- **Performs a variety of tasks with sequential steps that require precision of one hand while manipulating or repositioning small objects in that hand**

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holds play dough with one hand while cutting it with a wooden knife.</td>
</tr>
<tr>
<td>Steadies a container of block accessories on lap while picking out the tree-shaped blocks.</td>
</tr>
<tr>
<td>Scoops sand into a container with one hand while holding the container with other hand.</td>
</tr>
<tr>
<td>Uses scissors to cut out simple shapes (e.g. circle, square) on paper.</td>
</tr>
<tr>
<td>Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand.</td>
</tr>
<tr>
<td>Peels a banana or orange after adult starts the peel.</td>
</tr>
<tr>
<td>Buttons two to three large front buttons on a shirt.</td>
</tr>
<tr>
<td>Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions.</td>
</tr>
<tr>
<td>Starts the peel on a banana or mandarin orange.</td>
</tr>
<tr>
<td>Unfastens buckle on chest strap of wheelchair.</td>
</tr>
<tr>
<td>Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.</td>
</tr>
<tr>
<td>Makes a necklace by stringing a variety of small beads with narrow holes.</td>
</tr>
<tr>
<td>Uses a computer mouse to draw details of a picture on a computer screen.</td>
</tr>
<tr>
<td>Rotates pencil within the hand to use the eraser when scribbling with a pencil.</td>
</tr>
<tr>
<td>Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.</td>
</tr>
<tr>
<td>Ties a bow using thick shoelaces.</td>
</tr>
<tr>
<td>Uses scissors held in one hand to cut a pattern that has angles and curves, while maintaining continuous cutting motion.</td>
</tr>
<tr>
<td>Holds and manipulates multiple marbles in one hand.</td>
</tr>
<tr>
<td>Holds several cards in one hand while using the other hand to pull out a card to play during a card game.</td>
</tr>
</tbody>
</table>

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

**HLTH 1: Safety**

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

Mark the latest developmental level the child has mastered:

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

**Follows basic safety practices, with close adult supervision**

- Follows basic safety practices on own in familiar environments, with occasional adult reminders
- Applies basic safety practices on own across different situations
- Communicates an understanding of some safety practices to others
- Identifies potentially unsafe situations and communicates the need to be safe to others

**Possible Examples**

- Stops and reaches for an adult’s hand when approaching a crosswalk.
- Tries to buckle own seat belt as an adult buckles other children on the bus before going on a field trip.
- Seeks adult assistance to use a step stool in order to obtain an object out of reach.
- Follows classroom safety rules when using scissors, such as holding scissors with blade pointed down.
- Communicates to a peer who is running, “You should be careful when you use scissors.”

**Building Later**

- Cleans up spills during a cooking activity.
- Removes smoke detector battery and replace it with new one.
- Communicates, “Slow down! No running inside!” to a peer.

**Integrating Earlier**

- 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, “I wait for the walk sign and hold my mom’s hand before I cross the street.”

**Integrating Middle**

- Holds out arm to stop a peer from walking through a spill on the floor.
- Communicates, “Be careful so you don’t slip,” in response to water spilled on the floor.

**Integrating Later**

- Communicates to a peer who is running, “Be careful, you might knock somebody over.”
- Communicates to a peer, “You should be careful when you use scissors.”
- Communicates, “George has climbed a ladder and the ladder is tipping and George could fall,” while reading a Curious George book.
- Communicates to a peer, “Be careful so you don’t slip,” in response to water spilled on the floor.

- Communicates to a peer, “I look both ways when I cross the street because I don’t want any cars to hit me, then I go across carefully.”
- Uses a paper towel to mop up water under the drinking fountain while explaining to a peer that she should walk around the water until it dries, because she might slip and fall.
- Communicates to a peer, “You need to walk down the stairs during a fire drill instead of running into me, and watch where you are going, so that everyone gets out safely.”

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

**Possible Examples**

- Communicates, “Don’t eat the whole muffin at once, you might choke. Take smaller bites and chew longer.”

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

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

**HLTH 1 (of 5)**

<table>
<thead>
<tr>
<th>Safety</th>
</tr>
</thead>
</table>

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**Developmental Domain: HLTH – Health**

**HLTH 2: Personal Care Routines**

Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them.

---

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td>Demonstrates a general understanding about why personal care routines are important for health</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>Communicates detailed explanations about why personal care routines are important for health</td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td>Communicates to a peer, “We need to wear sunscreen and a hat, because otherwise the sun will burn our skin if we stay outside too long.”</td>
</tr>
</tbody>
</table>

---

**Possible Examples**

- Puts hands under running water and reaches for soap to wash hands and paper towel to dry hands while looking at the picture sequence showing the steps to washing hands above the sink.
- Imitates adult “coughing in elbow” during circle time discussion, but does not contain cough in elbow.
- Rubs lotion on arms after watching adult do so.
- Follows all steps for washing hands while following picture prompts posted on the wall.
- Coughs and sneezes “in elbow” as a consistent habit and retrieves a tissue if needed, when playing in the classroom or outside on the playground.
- Brushes teeth after meals as part of group and includes all steps with reminders from adult.
- Communicates to a peer, “We need to wear sunscreen and a hat, because otherwise the sun will burn our skin if we stay outside too long.”
- Communicates to peer, “I brush and floss my teeth every night so I don’t get cavities from the food I eat, especially candy.”

---

**HLTH 2 (of 5)**

**Personal Care Routines**

- Communicates, “I need to wash my finger and put a bandage on it,” after cutting his finger during outdoor play.
- Communicates, “It’s important to take naps to rest your body.”
- Communicates to peer, “I brush and floss my teeth every night so I don’t get cavities from the food I eat, especially candy.”
- Communicates to peer, “We need to wear sunscreen and a hat, because otherwise the sun will burn our skin if we stay outside too long.”
- Communicates to peer, “Germs are tiny things you can’t see, but they can hurt you, so we need to wash the germs off our hands before we eat.”
- Communicates to peer, “I sneeze into my sleeve so the germs don’t get out and make someone else sick.”
- Communicates to peer, “I brush and floss my teeth every night so I don’t get cavities from the food I eat, especially candy.”

---

Mark the latest developmental level the child has mastered:

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

---

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**HLTH 3: Active Physical Play**

Child engages in physical activities with increasing endurance and intensity

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

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td><strong>Later</strong></td>
</tr>
</tbody>
</table>

**Engages in active physical activities or play for moderate 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 routines, with increased intensity and duration**

**Participates in moderate physical activity on own and with others, increasing endurance while building coordination of motor skills;**

*and*

**Communicates a basic understanding that physical activity promotes health**

**Participates in vigorous physical activity on own and with others, increasing endurance while refining the coordination of motor skills;**

*and*

**Communicates an explanation of health benefits gained from physical activity**

---

**Possible Examples**

- 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.
- Jumps rope and takes turns with peers on the playground.
- Joins a group of peers kicking and chasing a soccer ball around a play yard.
- Rides around the playground 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.
- Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair).
- 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.
- Rides around the playground several times, increasing speed to pass a peer.
- Communicates to an adult, “My heart beats real fast after I run and play on the playground.”
- Climbs on outdoor apparatus and swings from bar to bar for several minutes, and communicates, “Look how strong I am.”
- Communicates, “Pushing is hard work, this will make me strong,” while pushing another child in a wheelchair.
- Communicates, “My arms are strong but they get tired when I rake leaves for a long time.”
- Communicates, “My legs are strong, “I am strong and healthy.”
- Jumps rope on own or with others during recess and communicates, “The faster and longer I jump, the harder I breathe.”
- During parachute play, asks the adult if the class can shake the chute to build stronger arms.

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**Note:** 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.

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

☑️ **Unable to rate this measure due to extended absence**
**Developmental Domain: HLTH – Health**

**HLTH 4: Nutrition**
Child demonstrates increasing knowledge about nutrition and healthful food choices

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>Recognizes or identifies a variety of foods</td>
</tr>
<tr>
<td><strong>Integrating</strong></td>
</tr>
<tr>
<td>Earlier</td>
</tr>
<tr>
<td>Communicates simple explanations about the healthfulness of different food choices</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Communicates, "I like bananas and apples," when selecting bananas and apples from a food pyramid.
- 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.
- Communicates, "This rice is sticky."
- Communicates, "I like mangoes. They’re sweet."
- Pursues lips together and shakes head, "No," when offered a slice of lemon to taste while making lemonade.
- 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 a classroom party.
- 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, "My mama said that I will grow big and strong if I eat my beans."
- Communicates, "Broccoli is good for you," when eating broccoli.
- Communicates, "Milk makes my bones strong," to another peer drinking milk.
- Communicates, "Junk food is bad for your body because it makes you tired."
- Communicates, "I like carrots, they are good for my eyes."
- Communicates, "I like apples because when I bite them, they make my teeth feel clean."
- Communicates, "Milk makes my bones strong," to another peer drinking milk.
- Communicates, "We need to eat vegetables every day, but not at breakfast."
- Communicates, "Oranges are good for you they have vitamin C and water in them, but you need to drink water, too."
- Communicates, "Vegetables are good for you because they have a lot of vitamins and vitamins give us energy."
- Communicates, "It’s not good to eat only cookies and candy. You need to eat lunch and dinner, too."

- Communicates, "This rice is sticky."
- Communicates, "I like mangoes. They’re sweet."
- Pursues lips together and shakes head, "No," when offered a slice of lemon to taste while making lemonade.

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

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

HLTH 4 (of 5) | Nutrition | HLTH 4 (of 5)

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**Developmental Domain: HLTH – Health**

### HLTH 5: Knowledge of Wellness

Child shows and communicates increasing knowledge of the body and ways to take care of it.

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

<table>
<thead>
<tr>
<th>Building</th>
<th></th>
<th>Integrating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Identifies different body parts</td>
<td>Demonstrates basic understanding about the body’s need for care</td>
<td>Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy</td>
<td>Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Pats tummy, and indicates, “My tummy hurts!”
- Holds up arm and communicates, “I hurt my elbow on the climber.”
- Applies ice pack to an injured elbow when instructed by an adult, “Hold the ice on your elbow.”
- Communicates to an adult that he scraped his knee.
- Pretends to be a nurse in the dramatic play area and wraps a peer’s “injured” arm in gauze.
- Communicates to a friend, “Look what I got!” while showing her a sticker and adds, “The dentist gave it to me. She cleaned my teeth.”
- Communicates to adult, “I have to wash it now,” after falling and scraping hand.
- Communicates, “She gave me some medicine. It made my ear all better!” when adult asks what a health care provider did during a recent visit.
- Expresses to an adult that he needs asthma medicine after becoming short of breath from running around.
- Reminds adult, “I’m thirsty! It’s time to take a water break!” during outside play.
- Communicates, “When I’m sick I sleep a lot.”
- Communicates to an adult that she needs her asthma medicine in order to run outside.
- Communicates, “I went to the doctors and got two shots, one for the flu and one for something else.”
- Communicates, “My dad told me that candy gives you cavities.”
- Communicates, “Mary’s face is red, I think she didn’t wear her hat outside in the sun.”
- Communicates, “Flu is worse than a cold, but, if you eat healthy food, you won’t get sick.”
- Communicates, “Exercise makes your heart strong and your muscles strong, so you’ll live a long time.”
- Communicates, “When you eat too much food and don’t exercise, your body can’t use all the food, so it turns into fat.”
- Communicates, “I need to sleep enough at night so my brain can be rested and ready to learn.”
- Communicates, “I ate too much at lunch. My tummy is too full!”

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

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

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HLTH 5 (of 5) | Knowledge of Wellness | HLTH 5 (of 5)

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### HSS 1: Sense of Time

**Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity**

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

<table>
<thead>
<tr>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Anticipates events in the weekly schedule, or describes the way things were in own past, or predicts future events related to personal experience, or describes age differences among people (such as family members)</td>
</tr>
<tr>
<td>Middle</td>
<td>Distinguishes what happened a long time ago from what happened in the recent past, or Distinguishes what will happen in the near future from what will happen much later</td>
</tr>
<tr>
<td>Later</td>
<td>Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Communicates about seeing a dog and a squirrel, after coming back from a walk.
- Communicates, “Is it time for snack?” when finishing painting.
- Communicates to an adult, when coming into a room, "We dug in the dirt and planted seeds.”
- Communicates, using a communication board, “We are going to the zoo,” when an adult asks where they are going tomorrow.
- Communicates to an adult that the firemen came to visit yesterday, even though they actually came two weeks ago.
- Holds toy airplane toward the sky to communicate that child is going to fly in an airplane tomorrow.
- Communicates to an adult, when coming into a room, “We dug in the dirt and planted seeds.”
- Relates past events to one another or to the present; and Plans for the near future
- Distinguishes what will happen in the near future from what will happen much later
- Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future
- Communicates, using a communication board, “We are going to the zoo,” when an adult asks where they are going tomorrow.
- Communicates, using a communication board, “I will be in this school this year, but next year, I will be at my sister’s school.”
- Communicates, “Today is Monday, on Wednesday we get to go on a field trip to the fire station.”
- Communicates, “When I was little, I only crawled, and then I learned to walk, and now I can run fast. Someday, I want to run in a race like my uncle.”
- Communicates, “Dad and mom go to work because they are grown up. When I’m grown up I’ll be a mommy and go to work too.”
- Communicates, “My big sister is a lot older than me.”
- Communicates, “My cousin will visit during spring break. In the summer we all go camping together.”
- Asks an adult, “Did cowboys live at the same time as knights and castles?”
- Communicates that her grandmother arrived for a visit last week, after her father repainted the bedroom where her grandmother usually stays.
- Communicates, “My cousin will visit during spring break. In the summer we all go camping together.”
- Asks an adult, “Did cowboys live at the same time as knights and castles?”

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**Page 43 of 59**
HSS 2: Sense of Place
Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them.

Mark the latest developmental level the child has mastered:

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

- **Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)**
  - Possible Examples
    - Asks, “Who’s that?” when a peer’s grandma comes to visit.
    - Looks closely at new block-shaped pictures attached to a shelf before placing blocks on the appropriate shelf, during clean-up time.
    - Communicates to an adult, “Where are the puzzles?” after going to the shelf where puzzles are usually kept and finding that the puzzles are not there.
    - Goes to area with dress-up clothes after noticing peer wearing something newly added to the dress-up area.

- **Recognizes the routes between familiar locations**
  - Possible Examples
    - Communicates, “We go that way,” while on the way down the hall from the classroom to the bathroom.
    - Uses a communication board to ask to go by a favorite playground, when planning a walk.
    - Communicates, “This is the wrong way!” when a familiar adult takes a different route to the park during a group walk.

- **Communicates about the relative distances between familiar locations, including details about those locations**
  - Possible Examples
    - Communicates that school is close to child’s house, but child’s aunt’s house is far away.
    - Communicates, after passing the post office while on a neighborhood walk with an adult, that they are almost to the fire station.
    - Communicates about driving in a car to see one grandma who lives nearby, but going on a plane to see another grandma who lives far away.

- **Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them**
  - Possible Examples
    - Communicates, “It snows where my auntie lives, but not here because it’s hot.”
    - Draws pictures of houses on farms and apartments in cities after an adult reads a story about different types of homes where people live.
    - Describes a trip to a farmers’ market and communicates, “That grocery store is outside! Not like our grocery store.”

- **Compares details about social and physical characteristics of home community with how people live elsewhere or demonstrates understanding of both obvious and less apparent aspects of familiar physical locations**
  - Possible Examples
    - Draws a picture of farmers taking care of farm animals, and tells about her uncle, the farmer, and how he takes care of the animals in the wintertime.
    - After hearing a story about people who live in Scotland, asks if children learn the same things like we do here.
    -Communicates, “Children play soccer here, but in Mexico everyone loves and plays soccer and they call it futbol!”

- **Uses simple maps and globes with adult assistance; and draws maps to represent familiar environments**
  - Possible Examples
    - Draws a simple map of familiar areas of the school, although the relative distances between rooms and other landmarks may be inaccurate.
    - Asks an adult to help identify the location of her home, school, and familiar shopping area, on a map of the local community, and traces the routes between them and their relative distances.
    - Locates own country on the globe with an adult’s help, and then asks several questions to try to understand about relative distances to other countries and continents.
**HSS 3: Ecology**

Child develops an awareness of and concern for the natural world and human influences on it

Mark the latest developmental level the child has mastered:

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

- **Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)**
- **Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun)**
- **Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)**
- **Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water)**
- **Seeks information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)**
- **Communicates about possible solutions and choices that people can make to reduce the impacts of human activity on the natural environment (e.g., littering, reducing pollution, erosion)**

<table>
<thead>
<tr>
<th>Possible Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeds the fish, with adult assistance in measuring the food.</td>
</tr>
<tr>
<td>Communicates about helping daddy feed the dog because it was hungry.</td>
</tr>
<tr>
<td>Comments that the boy in a story watered his pumpkin seed so it would grow.</td>
</tr>
<tr>
<td>Communicates that a pet’s cage needs to be cleaned.</td>
</tr>
<tr>
<td>Communicates that the bunny needs to be in the shade.</td>
</tr>
<tr>
<td>Communicates that the garden needs to be planted in the sun, not under a tree where there is too much shade.</td>
</tr>
<tr>
<td>Puts a blanket down to make a soft bed for the dog in pretend play.</td>
</tr>
<tr>
<td>Pours water around base of newly planted flowers rather than on top of the plant.</td>
</tr>
<tr>
<td>Communicates to another child that paper scraps go into the recycling bin, pointing to bin label for guidance.</td>
</tr>
<tr>
<td>Saves scraps from apples served at snack time, to add to the compost bin for the worms.</td>
</tr>
<tr>
<td>Communicates to another child, “Just use one paper towel so we can save trees.”</td>
</tr>
<tr>
<td>Communicates to peers, “Don’t throw stuff in the water. It hurts the fish.”</td>
</tr>
<tr>
<td>Reminds a peer to turn the water all the way off while washing hands, to help save water.</td>
</tr>
<tr>
<td>Communicates to another child, “Just use one paper towel so we can save trees.”</td>
</tr>
<tr>
<td>Communicates to peers, “Don’t throw stuff in the water. It hurts the fish.”</td>
</tr>
<tr>
<td>Reminds a peer to turn the water all the way off while washing hands, to help save water.</td>
</tr>
<tr>
<td>Pages through a book to find out how people live in the Arctic.</td>
</tr>
<tr>
<td>Wonders out loud whether the river flooded because it rained all night.</td>
</tr>
<tr>
<td>Asks how the weather people on TV know that a tornado is coming.</td>
</tr>
<tr>
<td>Communicates, “More people should ride their bikes so we don’t have so much pollution from cars.”</td>
</tr>
<tr>
<td>Communicates, “They make new things from bottles and cans when we recycle them. When they are in the trash they go to the landfill.”</td>
</tr>
<tr>
<td>Communicates that we should be careful not to start a fire outside when it is too dry because it could be dangerous to people and animals if the fire accidently spreads to nearby bushes.</td>
</tr>
</tbody>
</table>
### Developmental Domain: HSS - History-Social Science

#### HSS 4: Conflict Negotiation

Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations.

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
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<th>Integrating</th>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>Later</strong></td>
<td><strong>Later</strong></td>
</tr>
</tbody>
</table>

Possible Examples:

- Communicates, “I want the ball,” while trying to take a ball away from a peer, but stops after an adult says, “He is using it now. Let’s find another one.”
- Holds tightly onto a doll until an adult encourages, “Let her know you’re not done playing with the baby.” Then communicates, “My baby, my turn,” to another child.
- Shakes head, “No,” and holds onto a scooter when another child indicates wanting to use the scooter, until an adult approaches.
- Communicates, “I’m sitting here,” while looking at an adult for support, as another child squeezes onto the same carpet square.
- Communicates to a peer that child is still playing with a toy when the peer tries to take the toy away.
- Seeks an adult and indicates that another child won’t give child a turn on the tricycle, after waiting for a turn.
- Communicates to another child in the block area, “I’m playing with the blocks. You can play with the cars.”
- Communicates, “You can have a turn after me,” to another child who wants to use the big shovel outside in the dirt.
- Responds to a peer’s request for crayons by suggesting that they share the box of crayons, but removes favorite crayons before sharing.
- Suggests a plan to take turns choosing a computer game when arguing with a peer about which game to play first.
- Attempts to negotiate who gets the first turn with a new scooter.
- Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.
- Suggests to a peer wearing the red hat from the dress up area, “I want to wear the red hat, too. How about if you wear it a little longer, then it’s my turn?”
- Reports to an adult, “We decided that I can use this corner for my fort. That way it isn’t in his way.”
- Suggests building one tower together after a peer takes the bucket of interlocking blocks to another area (and there aren’t enough blocks for them to build separately).
- Communicates to a peer who arrived at the block corner at the same time that they divide the blocks equally.
- Communicates, “There is only one spot left, why don’t you go first?” when a friend also shows interest in working at the science table.
- Suggests to a friend that they play a game the friend is really good at after the friend lost a competitive game they were playing together.

- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
### HSS 5: Responsible Conduct as a Group Member

Child develops skills as a responsible group member in an education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.

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

<table>
<thead>
<tr>
<th>Developmental Domain: HSS - History-Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HSS 5: Responsible Conduct as a Group Member</strong></td>
</tr>
<tr>
<td>Child develops skills as a responsible group member in an education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.</td>
</tr>
</tbody>
</table>

#### Possible Examples

- Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity.
- Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end.
- Follows through with group expectations on own during extended activities.
- Communicates about group expectations; and cooperates with others in carrying out group expectations.
- Participates in making new group expectations; and demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair.

#### Building

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows the morning routine of putting away belongings, but then needs adult reminder before washing hands and going to the breakfast table.</td>
<td>Cleans up blocks during clean-up time, on own.</td>
<td>Suggests to a peer, while holding the class pet, “Let’s take turns. I can hold it now, and you can hold it next”; then, after a few minutes, gives the class pet to the peer.</td>
</tr>
<tr>
<td>Rides on the bike path for several laps on a wheeled toy, after being reminded by an adult to stay on the path so that everyone is safe.</td>
<td>Holds hands with a peer while on a neighborhood walk.</td>
<td>Communicates to an adult, “It’s not fair that I always go last because my name begins with a Z!”</td>
</tr>
<tr>
<td>Follows expected steps of putting away toys, putting on coat, and sitting on the rug to wait to go outside, after being shown a visual schedule depicting the sequence of steps.</td>
<td>Gives space to other painters when painting.</td>
<td>Suggests to an adult a new rule that only three people can be in the reading area at one time.</td>
</tr>
<tr>
<td>... (more examples)</td>
<td>... (more examples)</td>
<td>... (more examples)</td>
</tr>
</tbody>
</table>

#### Integrating

<table>
<thead>
<tr>
<th>Earlier</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates to a peer, while holding the class pet, “Let’s take turns. I can hold it now, and you can hold it next”; then, after a few minutes, gives the class pet to the peer.</td>
<td>Participates in making new group expectations; and demonstrates understanding of the difference between fair and unfair expectations, at times protesting when expectations seem unfair.</td>
<td>Communicates to a peer a new rule that only three people can be in the reading area at one time.</td>
</tr>
<tr>
<td>... (more examples)</td>
<td>... (more examples)</td>
<td>... (more examples)</td>
</tr>
</tbody>
</table>

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

- Unable to rate this measure due to extended absence

**HSS 5 (of 5)**

**Responsible Conduct as a Group Member**
### VPA 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity and depth through two-dimensional and three-dimensional visual art.

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

<table>
<thead>
<tr>
<th>Building</th>
<th></th>
<th>Integrating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
</tr>
<tr>
<td>Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage¹ (three-dimensional), sometimes representing a concrete thing</td>
<td>Creates two-dimensional and three-dimensional representations of things; and Experiments with detail or color</td>
<td>Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization</td>
<td>Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization</td>
</tr>
</tbody>
</table>


- **Child is emerging to the next developmental level**
- **Unable to rate this measure due to extended absence**
### Developmental Domain: VPA - Visual and Performing Arts

#### VPA 2: Music
Child expresses and creates by making musical sounds, with increasing intentionality and complexity

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
<th></th>
<th>Integrating</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments</td>
<td>Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments</td>
<td>Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments</td>
<td>Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer)</td>
<td>Creates sound through instruments, voice, or with objects independently or Demonstrates understanding of how and where music is used within everyday life experiences</td>
</tr>
<tr>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Creates sound through instruments, voice, or with objects independently or Demonstrates understanding of how and where music is used within everyday life experiences</td>
<td></td>
<td></td>
<td>Varies musical qualities (rhythm, pitch, tempo) systematically to create music through instruments, voice, or with objects or Identifies details in music heard or constructed</td>
<td></td>
</tr>
</tbody>
</table>

#### Possible Examples

- Hums softly to self a clean-up song with a recognizable melody and sings some words when the song is initiated by an adult.
  - Responds rhythmically, “I see a red bird looking at me,” when adult chants, “Brown bear, brown bear, what do you see?” and then continues to respond to the adult with other chants.
  - Sings the words to “De colores” for part of the song. (Note: “De colores,” a song in Spanish)
  - Plays rhythm sticks along with a beat while feeling vibrations from a big drum on the floor.
- Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments.
  - Taps a triangle to follow a rhythm of a song, such as short-short-long, short-short-long.
  - Sings a song in different voices (high, low, soft, loud), following an adult’s lead.
  - Moves arms to the song “Row, Row, Row Your Boat,” faster and then slower, depending on how rapidly or slowly others are singing the song.
  - Mimics the sounds of a musical instrument to extend the chorus of a familiar song.
- Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments.
  - Sings a familiar song on own, first softly, then loudly.
  - Strums a guitar or ukulele, or taps a xylophone, along with a song, changing the tempo of the strumming or tapping from faster to slower or slower to faster.
  - Mimics the sounds of a musical instrument to extend the chorus of a familiar song.
- Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer).
  - Hums a variation of sounds in a rhythmic pattern and communicates, “This is how my dad sings when he is doing housework.”
  - Uses a rain stick during a song, and explains to peers, “Every time it rains in the song we will move the rain stick to make it sound like it is raining.”
  - Plays higher and lower sounds on a xylophone while singing a song and comments, “I’m matching the sound on the xylophone to the words in my new song.”
  - Communicates, “The piano is playing the melody,” while listening to music with several instruments playing.
  - Glides a stick along a fence and then stops, taps out a beat on the fence with the stick, then glides the stick across the fence for a count of four, then stops and taps out the same beat on the fence again.
Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
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<tbody>
<tr>
<td>Earlier</td>
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</tr>
<tr>
<td>Middle</td>
<td>Middle</td>
</tr>
<tr>
<td>Later</td>
<td>Later</td>
</tr>
<tr>
<td><strong>Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements</strong></td>
<td><strong>Considers and builds on ideas of others in creating an improvised drama that includes dialogue, plot and setting</strong></td>
</tr>
<tr>
<td><strong>Contributes to dialogue or ideas about a plot in response to adult’s suggestions</strong></td>
<td><strong>Seeks to refine body, voice, and facial expressions related to character portrayal</strong></td>
</tr>
</tbody>
</table>

Possible Examples:

- Pretends to be a bunny sneaking a carrot out of a garden, after hearing a story about Peter Rabbit.
- Acts out the role of firefighter by wearing a hat and pretending to hold a hose to put out a fire.
- Pretends to be a monster and does a monster dance after hearing the story Where the Wild Things Are.
- Pretends to be a monster and does a monster dance after hearing the story Where the Wild Things Are.  
- Takes a pretend cookie and points to a pretend glass of milk, acting like a mouse, while an adult reads If You Give a Mouse a Cookie.
- Plays the role of Goldilocks pretending to try out three different beds and communicating that the third bed is “just right.”
- Shivers and squints eyes to portray a character after hearing a story about being in cold wintry weather.
- Communicates, “We can push him in the water. Help me!” as a character in a teacher-led story dramatization about a whale that is stranded on a beach.
- Wears an apron and name tag, writes on a pad of paper, and hands out pretend plates and food, while acting out a story about a restaurant created by children.
- Puffs up cheeks and swirls arms around to portray the wind while dramatizing, with peers, a story about a windy day, repeating the actions each time the wind blows in the story.
- Wears a cape and pretends to fly, as a peer repeatedly communicates, “Help!”
- Extends a plot by creating a new ending during a dramatization of a story about a trip under the sea: “I like the octopus. I’m going to stay in the sea and be her friend because she’s lonely.”
- Puts up a basket, rubs stomach, and communicates that everyone will be hungry, so they should stop and get some food, while improvising a drama about a bus trip.
- Communicates that child will act sad when playing the role of an animal whose home in a tree has been cut down, during a dramatization of a story about a rain forest.
- Communicates, “A boat will take too long. I like the idea to take an airplane. It’s faster,” while negotiating with peers about how to cross the ocean in an imaginary journey to Japan.
- Gestures dramatically and then cries out: “We have to hurry and build our spaceship before the storm comes.”
- Hunches body forward while pushing a stick in front like a cane and crackles her voice when playing an elderly person.
- Works with a peer to show sadness by making the set darker and by adding expressive dialogue for a story dramatization.
- Creates scenery with peers using blue and green fabric for a story dramatization that has an underwater scene and shares ideas about the story’s characters who live in that setting.
- Works with peers to develop the plot and dialogue of a story dramatization about two best friends having a fight and finding a way to resolve the conflict together.

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

VPA 3 (of 4)  Drama  VPA 3 (of 4)
### Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Building</th>
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</thead>
<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Moves body or body parts through space in response to music, rhythms, others’ movements, or adults’ cues</td>
<td>Creates an improvised dance by coordinating varying qualities of movements throughout all phases (beginning, middle, end); and</td>
</tr>
<tr>
<td>Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others’ movements, or adults’ cues</td>
<td>Uses dance language when reflecting on a dance during an adult-led discussion</td>
</tr>
<tr>
<td>Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others’ movements, or adults’ cues</td>
<td>Initiates using dance language to describe dance movements</td>
</tr>
</tbody>
</table>

- **Possible Examples**
  - Marches around the room in response to drumming by a peer.
  - Sways arms while holding a streamer and dancing to music.
  - Rolls body on the floor in response to an adult’s cue.
  - Moves arms up and down in response to vibrations from music.
  - Bends down low and then jumps up high in an attempt to follow an adult’s movements.
  - Stops and starts dancing during a freeze-dance game.
  - Twists around to music briefly, maintaining balance.
  - Sways, twirls, or leans back and forth to follow movements of peers while listening to music.
  - Steps sideways, frontwards and backwards without bumping into peers during a line dance led by an adult.
  - Moves slowly, then quickly, in response to changes in music.
  - Makes up own dance while listening to music, by tiptoeing, lowering self to floor and rolling on floor, jumping up, and then spinning.
  - Moves body slowly, with pauses, in a variety of positions while dancing to music.
  - Swings arms smoothly and then moves arms with sharp, jerky movements, in response to drumbeats, while making up a dance.
  - Creates an improvised dance by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music.
  - Creates an improvised dance with a beginning and an end, dancing spontaneously in the middle; and |
  - Makes up own dance while listening to music, by tiptoeing, lowering self to floor and rolling on floor, jumping up, and then spinning.
  - Creates an improvised dance using slow heavy movements at the beginning, moving freely in the middle, and running on tiptoes at the end.
  - Begins improvised dance with fast running movements and ends with slow-slinking movements on the floor.
  - Responds, “She started standing tall with big arms and ended in a small ball,” to adult prompt to describe how the dancer started and finished her dance.
  - Makes a high shape with his body in response to a teacher prompt to show a shape that is the opposite of the low shape the dancer was in at the end of the dance.
  - Performs an improvised dance by standing with open arms and legs, then by alternating jerky and smooth arm and leg movements, and ending with arms and legs closed and back curved.
  - Communicates on own initiative after performing a dance, “I started my dance in high shape with my arms above my head and ended in a low shape crouched in a ball on the floor.”
  - Paces body movement to rise from a low shape at the beginning of the dance to a high shape within several beats of the drum by the end of the dance.

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

**Developmental Domain:** VPA - Visual and Performing Arts

**VPA 4: Dance**

- Child develops capacity to respond, express, and create through movement in dance

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**Possible Examples**

- Marches around the room in response to drumming by a peer.
- Sways arms while holding a streamer and dancing to music.
- Rolls body on the floor in response to an adult’s cue.
- Moves arms up and down in response to vibrations from music.
- Bends down low and then jumps up high in an attempt to follow an adult’s movements.
- Stops and starts dancing during a freeze-dance game.
- Twists around to music briefly, maintaining balance.
- Sways, twirls, or leans back and forth to follow movements of peers while listening to music.
- Steps sideways, frontwards and backwards without bumping into peers during a line dance led by an adult.
- Moves slowly, then quickly, in response to changes in music.
- Makes up own dance while listening to music, by tiptoeing, lowering self to floor and rolling on floor, jumping up, and then spinning.
- Moves body slowly, with pauses, in a variety of positions while dancing to music.
- Swings arms smoothly and then moves arms with sharp, jerky movements, in response to drumbeats, while making up a dance.
- Creates an improvised dance by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music.
- Creates an improvised dance with a beginning and an end, dancing spontaneously in the middle; and |
- Uses dance language when reflecting on a dance during an adult-led discussion |
- Initiates using dance language to describe dance movements |

- Performing an improvised dance by standing with open arms and legs, then by alternating jerky and smooth arm and leg movements, and ending with arms and legs closed and back curved.
- Communicates on own initiative after performing a dance, “I started my dance in high shape with my arms above my head and ended in a low shape crouched in a ball on the floor.”
- Paces body movement to rise from a low shape at the beginning of the dance to a high shape within several beats of the drum by the end of the dance.
Language and Literacy Development in Spanish (SPAN) Domain

DRDP-K (2015): A Developmental Continuum for Kindergarten

Additional measures for use in Spanish immersion and Spanish bilingual classrooms.
**SPAN 1: Language Comprehension in Spanish (Receptive)**

Child shows understanding of vocabulary and language structures in Spanish that give coherence and meaning to the child’s world

Mark the latest developmental level the child has mastered:

<table>
<thead>
<tr>
<th>Developmental Domain: SPAN — Language and Literacy Development in Spanish</th>
</tr>
</thead>
</table>

### Discovering Spanish
- Follows simple (one-step) requests in Spanish; or
- Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines

#### Possible Examples
- Pulls out notebook and pencil box from backpack when teacher says, “Saquen su cuaderno y lápices para empezar a trabajar.”
- Gestures at the picture of the little bear when teacher holds up a Corduroy book and asks, “¿Dónde está el osito?”
- Leaves desk and moves towards dramatic play area when a peer says, “¡Hora de juego libre!”

### Exploring Spanish
- Follows two to three step instructions in Spanish; or
- Shows understanding of sentences or phrases in Spanish that communicate two or more ideas in the context of activities and routines

### Developing Spanish
- Shows understanding of Spanish language that refers to location of people and objects (e.g., here, there, under, over, next to) and sequences of two events in Spanish (e.g., next, now, then) in the context of activities and routines

### Building Spanish
- Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people’s feelings and intentions

### Integrating Spanish
- Shows understanding that Spanish words and phrases can have different meanings depending on the context

#### Possible Examples
- Puts a stuffed bunny in the cradle and takes out the baby doll after a peer emphasizes, “Soy un veterinario, no un doctor.”
- Raises hand when teacher asks, “¿Quién quiere pasar al pizarrón para escribir la respuesta?”
- Gets plates and places them on the table; then gets forks and spoons and places them on the table, in response to a peer saying, “Bueno, ya va a estar la comida. ¿Puedes poner los platos y luego los cubiertos en la mesa?”
- Describes, “¡Enojados! ¡Asustados!” when teacher asks, “¿Cómo se sienten los osos cuando ven que alguien se comió su comida?” during a discussion about The Three Little Bears.
- Shares, “Es un lobo malo,” when teacher reads a passage where the wolf suggests to Little Red Riding Hood that she take a different path to get to her grandmother’s house.
- Chooses an apple, setting aside the radish, from a bowl of fruits and vegetables when the teacher says, “¿Qué podemos usar para la ensalada de frutas?”

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Child is emerging to the next developmental level
Unable to rate this measure due to extended absence
**Developmental Domain:** SPAN — Language and Literacy Development in Spanish

**SPAN 2: Language Production in Spanish (Expressive)**

Child uses increasingly complex oral language in Spanish to communicate

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

<table>
<thead>
<tr>
<th>Discovering Spanish</th>
<th>Exploring Spanish</th>
<th>Developing Spanish</th>
<th>Building Spanish</th>
<th>Integrating Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>![ ] ( )</td>
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</tbody>
</table>

- **Uses short utterances(1) in Spanish to express needs, interests, and experiences or events**
- **Uses extended utterances(1) in Spanish with minimal errors to express needs, interests, and experiences or events**
- **Combines a variety of sentences in Spanish to communicate and to describe a sequence of events or actions**
- **Uses elaborated language(2) in Spanish to explain the needs, feelings, and intentions of people and characters**
- **Uses elaborated language in Spanish to reflect on experiences or stories and communicates causes, consequences, goals, and opinions about them**

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#### Possible Examples

- "Muñeca, se rompió," and brings a doll to the teacher.
- "Dame ball."3
- "¿Qué es eso?"
- "No quiero ir afuera," when teacher tells children it is time for recess.
- "¿Me puedes ayudar?"
- "Pintó mano," in response to teacher asking, "¿Qué le pasó al niño?" while reading a story.
- "Mi mamá me llevó al parque a jugar," in response to an adult asking, "¿Te acuerdas de lo que hiciste el domingo?"
- "¿Tienes rojo para pintar la nariz del payaso?"
- "Se ponió un sombrero muy grande con plumas," while looking at a book.
- "El señor estaba pintando y el niño vino y se manchó toda la ropa y las manos," while turning the pages of a book.
- "Me voy a comprar un regalo y después voy al birthday party. Tú te quedas aquí," during pretend play.
- "Estaba triste porque no podía encontrar su cat," and gestures at a picture in a storybook.
- "A ella le duele la cabeza. La mamá la va a venir a buscar."
- "No la empujes. Se va a caer," while playing outside at recess.
- "Este perro está comiendo toda la comida que tiene en su plato. Tiene hambre," while drawing.
- "Una vez vi una película de unos perros que viajaron a la luna. It was funny!" in response to the teacher asking "¿Qué película te gustó más?"

---

1. The term “utterance,” as opposed to sentences, more accurately reflects how young children speak. Young children may combine words and produce language with different word combinations, but may not speak using complete sentences.
2. “Elaborated language” refers to the use of more complex syntax, relative clauses, and vocabulary.
3. Grammatical error in the example is common at this level of a child’s Spanish language development.

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

**Unable to rate this measure due to extended absence**
### Mark the latest developmental level the child has mastered:

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPAN 3: Phonological Awareness in Spanish</strong></td>
<td>Child increasingly develops knowledge of sounds in Spanish</td>
</tr>
</tbody>
</table>

#### Possible Examples

- **Engages in play with sounds in Spanish words through songs, poems, rhymes, chants, and riddles**
  - Sings some words of familiar song: “A la Rueda, Rueda” or “Cucú Cantaba la Rana!(1).” (A song that focuses on beginning and ending sounds.)
  - Sings some words of the familiar rhyming song “Naranja Dulce” with a peer.

- **Demonstrates awareness of larger units of language in Spanish, such as words in a phrase or a sentence**
  - Claps out the words while communicating, “Yo soy Elena.”
  - Fills in the rhyming word “mañana,” in response to teacher saying, “Sana, sana, colita de rana. Si no sana hoy, sanará. . . .” while putting a bandage on a cut.
  - Communicates, “Ana,” in response to the teacher asking whose name rhymes with “rana” during a rhyming name game.

- **Segments or blends Spanish words that have at least two consonant-vowel syllables**
  - Taps out syllables of each word while communicating “ga-to, ra-ta, ca-sa,” with matching picture cards.
  - Blends two consonant-vowel syllables to form the words, “vaso, foto, lupa,” in response to the teacher saying the syllables in each word separately, “va-so, fo-to, lu-pa,” during a small group science activity.
  - Claps out syllables for own name and communicates, “Ca-ri-na.” Then counts the total number of syllables, three, during a teacher-guided small group activity where children sort their names by number of syllables.

- **Segments or blends Spanish words with a variety of syllables (e.g. vowel only, includes a diphthong, consonant-vowel- consonant, etc.)**
  - Claps out and communicates syllables for the words “a-gua” and “e-le-fan-te” with matching picture cards.
  - Blends syllables to make the words “pi-a-no,” “tor-ta,” and “fi-es-ta” during a word game with the teacher prompting, “pi-a-no, tor-ta, fi-es-ta.”
  - Claps out and communicates two syllables, “pa- an” for the word “pan(2).”

- **Demonstrates awareness of the individual sounds within a word in Spanish words that have one or more syllables**
  - Identifies groups of objects in the classroom with same initial syllable such as me- for “mesa” and “Melissa” or la- for “lápiz,” “lámpara,” and “Lara” in response to teacher prompt.
  - Finds different objects in a jar with same sounds in the final syllable such as, sa- in “mesa” and “pesa” or pa- in “sopa” and “copa” or initial sound/syllable such as ma- in “mano” and “mapa” or sa- in “sago” and “zapato.”
  - Recites a poem with peers in a low voice, shouting out words that begin with the same syllable, co- or po-; “Cocodrilo, come poco, muy poquito, poco a poco...” in response to teacher prompt.
  - Sings, “Mónica y Michelle” into a play microphone in response to teacher asking, “¿Puedes cantar los nombres que empiezan con ‘c’ (letter sound)?”

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1. The rhymes and songs listed in the examples are common to Spanish-speaking countries of the Americas; the titles have not been translated into English.
2. Child segments a monosyllabic word into two syllables to maintain consonant-vowel, consonant-vowel structure. This error is common for this level of a child’s Spanish language and literacy development.

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

**Unable to rate this measure due to extended absence**
**Mark the latest developmental level the child has mastered:**

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</thead>
<tbody>
<tr>
<td>Makes marks and scribbles using a variety of writing tools (e.g. pencil or marker on paper, chalk on sidewalk, etc.)</td>
<td>Writes marks and letter-like symbols; and</td>
<td>Writes simple Spanish words using one or more letters or letter-like symbols for each syllable</td>
<td>Writes Spanish words that differ from one another in the use of a single letter or the pattern of letters used for each syllable</td>
<td>Writes simple sentences in Spanish to communicate ideas to others, often with errors</td>
</tr>
</tbody>
</table>

**Possible Examples**

- Imitates writing when signing in at arrival (writing looks like a zigzag line).
- Makes marks and scribbles when writing a message on a get-well card to one of her peers.
- Writes own name on his work using shapes and symbols.
- Writes marks and letter-like symbols on posts to label paper cups with seeds she just planted; then she "reads" the label on one post communicating "radishes" in English and "rabanitos" in Spanish (refers to same written marks for both Spanish and English).
- Copies own name across a large piece of paper using a name card as a reference.
- Writes letter-like symbols that approximate own name on a piece of paper to label a structure she built in the block area.
- Writes a string of letters and asks an adult to read it, "Maestra, ¿qué dice aquí?"
- Uses a combination of letters and letter-like symbols to write a grocery list of a few items during dramatic play and then communicates to peer in Spanish about the items on the list.
- Writes, "mía" in his journal and reads "mo- lí-no" following an activity focusing on the book Rosália sale de paseo. (The word "molino" appears in the text of the book.)
- Reads, "cama" while gesturing at "ami" that she wrote on a painting and then communicates in Spanish that it is a picture of her bed. (The letters in "ami" are in María, the child’s name.)
- Makes a card for her father and includes the word "papá," and communicates, "Es la pa- de papá."
- Writes, "tigo" in journal, for "trigo," and communicates, "Esta es la T de Tomás," after a flannel board activity about La gallinita roja. ("Tri-" in "trigo" is a consonant-consonant-vowel syllable.)
- Writes, "pan" on a drawing of pan dulce and reads, "pan" after a neighborhood walk to the panadería ("Pan" has only one syllable, consonant-vowel-consonant.)
- Writes, "amigo" to label a painting and reads, "El perro y la vaca son amigos." ("A-" in "amigo" is a syllable that only has a vowel.)
- Writes, "oi kome pbaana" to represent "Hoy comí banana." (Incorporates the "p" [letter sound] from English in Spanish writing for "b" [letter sound]. Uses the letter K instead of C.)
- Sounds out the first letter of a word and writes the letter L and communicates, "L" (letter sound) es la 1’ (letter sound) de Lucas," and continues sounding out and writing syllables in the words of a simple sentence. (Note: Lucas is a peer in the class.)
- Writes, "Vihe en tren a sa dego" and reads, "Viajé en tren a San Diego" during an activity on travel. (Note: Uses the letter H instead of J.)
- Writes, “Flz cupe años,” draws a birthday cake, and puts the paper in a peer’s cubby after the peer’s birthday celebration in class.

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

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

**SPAN 4 (of 4)** Emergent Writing in Spanish **SPAN 4 (of 4)**
Appendix A: Glossary of Terms and Phrases Used in the DRDP-K (2015)

Assemblage: An artistic composition made from scraps, junk, or odds and ends.


Investigates/Investigation: In the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.


Locomotor Skills: The ability to project the body into or through space.


Manipulative Skills: Also known as object-control skills in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).


Observe/Observation: Gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste and noticing specific details or phenomena that ordinarily might be overlooked.


Onset: The first consonant or consonant cluster in a syllable (e.g., the h in the one-syllable word hat; the m and k in the two syllables in the word monkey).


Rime: A linguistic term that refers to the portion of a syllable that starts with a vowel. In the word big, the rime unit is /ig/. In the word bring, the rime unit is /ing/.

Appendix B: Comprehensive Definitions of Adaptations to be Used with the DRDP-K (2015)

Adaptations are changes in the environment or differences in observed behavior that allow children Individualized Education Plans (IEPs) to demonstrate their knowledge and skills in their typical environments. Adaptations that are in place for the child during the normal course of the day should also be in place during observations for the DRDP-K (2015). New adaptations should not be introduced solely for the purpose of conducting an assessment. Seven broad categories of adaptations are used with the DRDP-K (2015). This is the same system of adaptations developed for and used in the DRDP access.

1. **Augmentative or Alternative Communication Systems**

   Augmentative and alternative communication systems are methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others. An augmentative communication system is used to augment or facilitate the development of speech. An alternative communication system is used in place of speech. Some examples include sign language, picture cards, and electronic communication devices. Assessors should use these systems as part of the observation of a child using language in a natural context. Assessors should not just elicit responses or contrive adult-directed situations.

   If American Sign Language is the child's primary language, it is designated as the home/first language, and not an adaptation. If sign language is used as a bridge to learning verbal language, then it is considered an adaptation.

2. **Alternative Modes for Written Language**

   Alternative Modes for Written language are methods of producing written language used by a child who cannot see well enough or cannot hold and manipulate a writing utensil well enough to produce written symbols. If a child cannot see or cannot hold a pencil or marker, this adaptation may be used to assist in reading or writing, or emergent reading or writing. Examples of this adaptation include using a Braillewriter, keyboard, or computer.

   Naturally, preschool-age children are not proficient at reading and writing. This adaptation allows for children to explore reading and writing and develop their skills in a developmentally appropriate manner.

3. **Visual Support**

   Visual supports are adjustments to the environment that facilitate a child's ability to see or to understand the surrounding environment or events. Acceptable visual supports include:
   - Adjustments in contrast
   - Adjustments in lighting
   - Distance from objects
   - Increased size of materials
   - Verbal description of events

4. **Assistive Equipment or Devices**

   Assistive equipment or devices are tools that make it possible or easier for a child to perform a task. The child should be familiar with the use of the device. Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including:
• Walkers
• Standers

5. Functional Positioning

Functional positioning enables postural support that allows a child to have increased control of his body. It is important that positioning devices are available to the child across settings so that the child may access daily routines and activities and so they may be observed in a variety of activities. Some examples include:

• Standers
• Cube chairs
• Tricycles with seat belts and built-up pedals

6. Sensory Support

Sensory support includes either increasing or decreasing sensory input to facilitate a child’s attention and interactions in the environment. Some children may need increased sensory input and others may need decreased input. Some children require different types of sensory support in different activities. Sensory support may include:

• Reducing background noise
• Adjusting tactile stimulation
• Adjusting visual stimulation

7. Alternative Response Mode

Using alternative response modes means recognizing that a child might demonstrate mastery of a skill in a way that differs from a typically developing child. For this adaptation, the environment is not modified as in the other adaptations. Rather, the child’s unique yet consistent responses that may indicate the presence of a skill are identified. For example, the child with autism may look out of the corner of his or her eye instead of establishing direct eye contact, or the child with a physical impairment may use atypical movement patterns. The form of a child’s response may differ from that of his peers and still be considered to demonstrate mastery of a skill.