DRDP (2015)

An Early Childhood Developmental Continuum

Preschool Essential View

for use with preschool-age children

The DRDP (2015) was developed by the California Department of Education, Early Learning and Care Division and Special Education Division, with assistance from:

Berkeley Evaluation and Assessment Research Center, University of California, Berkeley

Desired Results Access Project, Napa County Office of Education

Desired Results Developmental Profiles (2015) Instrument and Research Studies Project, WestEd's Center for Child and Family Studies

Desired Results Training and Technical Assistance Project, WestEd's Center for Child and Family Studies

The DRDP (2015) is available at the California Department of Education Website at www.cde.ca.gov/sp/cd/ci/drdpforms.asp

For more information

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Table of Contents

Introduction to the DRDP (2015)

Welcome to the Desired Results Developmental Profile (2015) [DRDP (2015)]: A Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP (2015) is a formative assessment instrument developed by the California Department of Education for young children and their families used to inform instruction and program development.

Key Features of the DRDP (2015):

- The DRDP (2015) is administered in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment.

- The DRDP(2015) represents a full continuum of development from early infancy up to kindergarten entry. The Infant/Toddler Views are for use with children in infant/toddler programs, and the Preschool Views, for children in preschool programs

- The DRDP (2015) is designed for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).

- The DRDP (2015) is aligned with all volumes of the California's Infant/Toddler and Preschool Learning and Development Foundations, the Common Core Standards, and the Head Start Child Development and Early Learning Framework.

- The DRDP (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 young dual language learners (see section below).

- The DRDP (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.

- The DRDP (2015) includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs).

Information about Selected Key Features

Three of these key features: (1) consideration of young children who are dual language learners, (2) universal design and adaptations for children with IFSPs and IEPs, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help teachers and service providers better understand and rate the measures of the DRDP (2015).

Young Dual Language Learners and the DRDP (2015)

Dual language learners are children learning two or more languages at the same time, as well as those children 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 in order 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 (2015) addresses cultural and linguistic responsiveness in two primary ways:

1. Teachers and service providers observe and document children's behavior in both the home language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains.

2. Teachers and service providers 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 where ratings should be based on skills in all languages. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

Universal Design and the DRDP (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, individually-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 (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.

Guide to DRDP (2015) Views

Each view of the DRDP (2015) provides for the collection and reporting of valuable information about individual and group child developmental progress through measurement of knowledge, skills, and behaviors. The views vary in the number of measures that each include. When more measures are completed, the reports are more robust and informative for teachers and providers, administrators, and agencies.

DRDP (2015) View	Focus and Intended Users	Reports Provided
Infant/Toddler and Preschool Comprehensive View	The Comprehensive views provide for assessment of children's learning and development in domains related to **all** areas of the Infant/Toddler Learning and Development Foundations or Preschool Learning Foundations, covering the full range of learning and development that early childhood curricula generally cover. • All programs may use the Comprehensive View. • It is required for infants and toddlers with Individualized Family Service Plans (IFSPs). • It may be used for preschool-aged children with Individualized Education Programs (IFSPs). • Programs and providers may use the Comprehensive View to earn points on the Quality Counts California rating matrix.	Individual and group reports on children's developmental progress across all domains related to the Foundations. Meets all requirements for special education reporting.
Preschool Fundamental View	The Fundamental view provides for assessment of preschool children's learning and development in the key domains associated with school readiness. • All programs may use the Preschool Fundamental View. • It may be used for preschool-age children with Individualized Education Programs (IEPs). • Programs and providers may use the Fundamental View to earn points on the Quality Counts California rating matrix.	Individual and group reports on children's developmental progress in domains associated with school readiness. Meets all requirements for special education reporting.
Infant/Toddler and Preschool Essential View	The Essential views provide for assessment of children's learning and development with selected measures in key domains. • Programs and providers may use the Essential View to earn points on the Quality Counts California rating matrix.	Individual and group reports on children's developmental progress in subsets of key domains.

The Eight Domains of the DRDP (2015)

The DRDP (2015) is made up of eight domains. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs.

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

The ATL-REG domain assesses two related areas that are recognized as important for young children's school readiness and success: Approaches to Learning and Self-Regulation. These areas have been combined into one domain because of the strong connections between them. The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

Social and Emotional Development (SED)

The 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 interactions with peers, and symbolic and sociodramatic play.

Language and Literacy Development (LLD)

The 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.

English-Language Development (ELD)

The 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 be completed only for preschool-age children whose home language is other than English.

Cognition, Including Math and Science (COG)

The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. The knowledge or skill areas in this domain include spatial relationships, cause and effect, classification, number sense of quantity, number sense of math operations, measurement, patterning, shapes, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

Physical Development–Health (PD-HLTH)

The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. The knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, active physical play, nutrition, safety, and personal care routines (hygiene, feeding, dressing).

History-Social Science (HSS)

The 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 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.

About the Measures of the DRDP (2015)

The levels for each DRDP (2015) measure describe a developmental continuum, ranging from earlier developing to later developing competencies. The DRDP (2015) includes three types of continua:

- **Full Continuum Measures:** describe development from early infancy to early kindergarten. These measures should be used with all infants, toddlers, and preschool-age children.

- **Earlier Development Measures:** describe development that typically occurs from early infancy through early preschool ages and may be used with preschool-age children under specific conditions (identified as Conditional measures).

- **Later Development Measures:** describe development that typically occurs from early preschool ages to early kindergarten. These measures should be used with all preschool-age children.

Conditional Measures for Preschool-Age Children

Some measures in the *DRDP Preschool Views* are considered conditional measures that are only assessed when certain conditions are met. These measures should be used if they assist teachers and service providers in planning a child's learning activities and supports, and documenting progress.

Conditional measures are used in three instances:

- If a preschool child has not developmentally moved beyond the last level of the four earlier-development measures.
- If a language other than English is spoken in the child's home.
- If the child is still working on the health measures (required for all children with IEPs).

Please note that the Earlier Development Measures, and the Physical Development and Health measures are required for children with IEPs.

Earlier Development Measures	Conditions Under Which to Assess
ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships	• Required for all preschool-age children with IEPs • Recommended for a preschool-age child whose development is not beyond the latest developmental level • If useful, select any or all of these four measures to assess • In the Essential view for preschool-age children, measures are not included.

English-Language Development Measures	Conditions Under Which to Assess
ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Response to English Literacy Activities ELD 4: Symbol, Letter, and Print Knowledge in English	• Used if a language other than English is spoken in the child's home as indicated on the Information Page • Used only with preschool-age children • Not used with children who are deaf or hard of hearing and not learning spoken language • If rated, complete all of the measures in the ELD domain*

Physical Development and Health Measures	Conditions Under Which to Assess
PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routines: Hygiene PD-HLTH 7: Personal Care Routines: Feeding PD-HLTH 8: Personal Care Routines: Dressing PD-HLTH 10: Nutrition	• In the Comprehensive view for preschool-age children, PD-HLTH 7 and 8 are conditional • In the Fundamental view for preschool-age children, PD-HLTH 5–8 and PD-HLTH 10 are conditional. • In the Essential view for preschool-age children, measures are not included • Required for all preschool-age children with IEPs • Recommended for preschool children when this information would be useful for documenting progress or planning this child's learning activities and supports

*Guidance for rating ELD measures for children who are dual language learners is provided in the section, "Young Dual Language Learners and the DRDP (2015)" on page Intro-2.

The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

Responding (Earlier, Later)

Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

Exploring (Earlier, Middle, Later)

Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

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)

Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Note that the developmental levels for the ELD domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.

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.

- **Full Continuum Measure:** Describes development from early infancy to early kindergarten.
- **Early Development Measure:** Describes development that typically occurs in infant/toddler and early preschool years.
- **Later Development Measure:** Describes development that typically occurs in the preschool years and early kindergarten.

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: Defines the behaviors that would be observed for a child at that developmental level.

Example: Specific 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 are not the only way a child can demonstrate mastery of a developmental level.

➡ **Example of a Full Continuum Measure**

➡ **Example of an Earlier Developmental Measure**

➡ **Example of a Later Developmental Measure**

The 3 Steps to Completing the DRDP (2015)

➡ Step 1: Observation and Documentation

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

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 language, signed, and through other communication modes (e.g., via a communication device). The teacher's and service provider's direct observations of a child are the primary method used to inform ratings and they should also use other sources of evidence to capture a more complete picture of a child's knowledge and skills. Other sources of evidence include the following:

- **Observations by others** – including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations
- **Other documentation** – including samples of children's work, photographs, and video/audio recordings of children's communication and behavior

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

The Important Role of Families in the Documentation Process

Family members have repeated opportunities to observe their child's activities and interactions over time and in a variety of situations. Their perspectives, combined with teachers' and service providers' observations, provide a more complete and reliable picture of a child's typical behaviors. Inviting family members to share observations of their child's development and behavior is a recommended practice for the DRDP (2015). The opportunity to observe a child's level of mastery is greatest when the child is interacting with a familiar adult. Because of this, it is helpful to observe a child interacting with family members. This is especially true for children who are new to a program or at the earliest levels (Responding Earlier and Responding Later). These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains since social interaction and communication skills are learned through repeated interactions with familiar adults.

Observation and Documentation for Young Dual Language Learners

Young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. They may also code-switch, which is using more than one language within a conversation. Therefore, communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains. The adult who is conducting observations and collecting documentation should speak the child's home language. If not, the adult must receive assistance from another adult, who *does* speak the child's home language. This may be an assistant teacher, director, parent, or other adult who knows the child.

> ### 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.
> - As early as three years of age, 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"] is an example of inserting a Spanish noun into a grammatically correct English sentence.

Using Adaptations

Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs or IEPs to demonstrate their knowledge and skills in typical environments. Seven broad categories of adaptations have been identified for children with IFSPs and 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.

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.

➡ Step 2: Rating the Measures

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.

The Descriptors and Examples

Consider the descriptors first, 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 demonstrates most consistently.

Descriptors:

The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Maps). 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 include more than one behavior or skill, separated by "and," "or," or a semicolon (;) followed by "and."

If the descriptor includes "or":

The child only needs to demonstrate the 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.

- For example, the descriptor for Exploring Later in LLD 5: Interest in Literacy is:

  Looks at books on own briefly **or** *Chooses to join reading, singing, or rhyming activities led by an adult*

If the child EITHER looks at books on own briefly OR chooses to join reading, singing, or rhyming activities led by an adult, mastery can be rated at this level.

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.

If a descriptor includes "and":

All parts of the descriptor are required for mastery and need to be observed together.

- For example, the descriptor for Building Earlier in ATL-REG 2: Self-Comforting is:

  Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways.

The child needs to demonstrate both anticipating a need for comfort and preparing self during the same observation.

If a descriptor includes a semi-colon (;) followed by "and":

The child must demonstrate all the behaviors listed to rate the level as mastered, but not necessarily during the same observation within a DRDP rating period.

- For example, the descriptor for Exploring Later in SED 3: Relationships and Social Interactions with Familiar Adults is:

  Initiates activities with familiar adults; and Seeks out assistance or support from familiar adults.

To be rated as mastered at this level, the child must BOTH initiate activities with familiar adults AND seek out assistance or support from familiar adults. The assessor does not have to observe both behaviors during the same observation within a DRDP rating period.

Please note that key terms and phrases in the descriptors that may be new or have specific meaning to the measures are defined in the Glossary at the end of the instrument.

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 and service providers 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.
- Examples have not been written to include all areas of disability. Universal design is intended to support the inclusion of children with disabilities on the DRDP (2015). However, it is important to review the adaptations as well as understand the construct being measured when assessing children with disabilities.

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.

Notes about Emerging:

- You may mark emerging when rating full-continuum measures with infants and toddlers if the child has mastered the last level that can be rated and the child demonstrates some behaviors in the level that follows.
- Do not mark emerging if the child has mastered the latest level on a measure.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

Child is Not Yet at the Earliest Developmental Level on a Later Development Measure:

If, after careful consideration, you determine that a preschool-age child is not yet demonstrating mastery of the earliest level of a later development measure, mark "Child is not yet at the earliest developmental level on this measure."

Unable to Rate due to extended absence:

- This is used only when the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.
- The following are NOT valid reasons to indicate Unable to Rate:
  - Not having enough time or enough information
  - The nature of a child's disability or the severity of a child's disability

The Responding Earlier level is designed to be inclusive of all children. Mark this earliest level unless the child demonstrates skills at a later level. Do not use Unable to Rate because you feel a child does not demonstrate the skills for the earliest level.

Rating Conditional Measures

If you are using the conditional measures for a preschool-age child, mark them on the Rating Record according to the following guidance:

Earlier Development Measures	How to Mark the DRDP
ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships	• These measures are required for all preschool-age children with IEPs • If the measure is rated, determine the child's latest level of mastery and mark accordingly • If the measure is not rated, mark the box, "Measure not rated: this child's development is beyond the latest developmental level"

English-Language Development Measures	How to Mark the DRDP
ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Response to English Literacy Activities ELD 4: Symbol, Letter, and Print Knowledge in English	• If these measures are rated, determine the child's latest level of mastery and mark accordingly • Check the box on the Information Page about the child's home language • Not required for children who are deaf or hard of hearing who are not learning a spoken language • If these measures are not rated, mark the box, "Measure not rated: English is the only language spoken in this child's home."

Physical Development and Health Measures	How to Mark the DRDP
PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routines: Hygiene PD-HLTH 7: Personal Care Routines: Feeding PD-HLTH 8: Personal Care Routines: Dressing PD-HLTH 10: Nutrition	• These measures are required for preschool-age children with IEPs • In the Comprehensive View, PD-HLTH 7 and 8 are conditional. • In the Fundamental View, PD-HLTH 5–8 and PD-HLTH 10 are conditional. • If these measures are rated, determine the level of mastery and mark accordingly • If these measures are not rated, check the box, "I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports"

➡ Step 3: Finalize the Assessment

To finalize, simply review the assessment to make sure that you have entered a rating for all of the measures and that the Information Page is complete and up-to-date:

- For Early Learning and Care Division (ELCD) programs: enter your ratings into DRDP Online,

- For Special Education Division (SED) programs: enter your ratings into your SELPA's MIS system. Check with your administrator for when and to whom your Rating Records are due.

DRDP (2015)

Early Education
Information Page

An Early Childhood Developmental Continuum

For use with Early Care and Education Programs

1a. Child's first name (Legal)**:** _____

1b. Child's last name (Legal)**:** _____

Date DRDP (2015) was completed (mm/dd/yyyy) _____ / _____ / _____

Assessment period (e.g., Fall 2016) _____

Child Information

2. Statewide Student Identifier (10-digit SSID) _____ :

3. Agency Identifier _____ :
(agency identifier and statewide student identifier can be the same)

4. Child's classroom or setting: _____

5. Birth date (mm/dd/yyyy)**:** _____ / _____ / _____

6. Gender   Male   Female   Non-binary

7. Initial date of enrollment in early childhood program (mm/dd/yyyy)**:** _____ / _____ / _____
Date child was withdrawn from the program (mm/dd/yyyy)**:** _____ / _____ / _____

8a. What is this child's ethnicity?
      Yes, Hispanic or Latino   No, not Hispanic or Latino

8b. What is this child's race? *Mark one or more races to indicate what this child considers himself/herself to be.*

Asian Indian	Laotian
Black or African-American	Native American
Cambodian	Other Asian
Chinese	Other Pacific Islander
Filipino	Samoan
Guamanian	Tahitian
Hawaiian	Vietnamese
Hmong	White
Japanese	Intentionally left blank
Korean	

17. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)**?**   Yes   No   Don't know

Observer Information

9. Agency: _____   **Site:** _____

10. Your name: _____   **Title:** _____

11. Are you the primary teacher working with this child?
      Yes
      No (specify your relationship to the child)**:** _____

12. Did another adult assist you with assessing this child?
      Yes (role/relation)**:** _____
      No

Child's Language Information

13. Child's home language(s): _____
      Is a language other than English spoken in the child's home?   Yes   No
      If yes, the ELD measures must be completed for a preschool-age child

14. What language(s) do you speak with this child? _____

15. Did someone who understands and uses the child's home language assist you with completing the observation?
      Yes, role/relation: _____
      No   Not applicable (*I understand and use the child's home language*)

16. Child is enrolled in: Check all that apply.

State Infant/Toddler Program	Tribal Head Start
State Preschool	Migrant
Head Start	First 5
Early Head Start	Title 1
Child Care Center	Family Child Care Home
Other: _____	

Child's tuition fees are:
      Subsidized (tuition assistance)   Not subsidized (full fee)   Don't know

Quick Guide to Rating the Measures

1. Review your documentation/evidence.

Review your own observation notes, observations from others (including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. Carefully read the definition and the descriptors, looking for mastery.

Read the descriptors before you read the examples. As you read the descriptors, try to narrow down which one is most consistent with your observations and other documentation of the child's typical behavior. A developmental level is mastered if the child demonstrates the knowledge, behaviors, and skills defined at that level:

➡ Consistently over time
➡ In different situations or settings

Important Note: *When reading the descriptors, be sure you understand and pay attention to semicolons and the words "or" and "and."* Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:

• The word "or," the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.

• The word "and," all parts of the descriptor are required for mastery and need to be observed together.

• A semi-colon (;) followed by the word "and," the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.

3. After you read the descriptors, consider the examples.

The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. Based on your careful reading of the descriptors and examples and a review of your documentation, determine the child's level of mastery.

Once you've determined the latest developmental level the child has mastered, mark it appropriately.

5. Indicate if the child is emerging to the next level (when the option to mark emerging is available).

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.

> **Remember, the examples illustrate only some of the many ways a child may demonstrate mastery.**

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DRDP (2015)

Early Education PS Essential View
Rating Record

An Early Childhood Developmental Continuum

For use with Preschool-age Children in Early Care and Education Programs

Child's Name (First and Last): _____

Agency ID or SSID: _____

Assessment Period (e.g., Fall 2016): _____

Date DRDP (2015) was completed (e.g., 09/07/2014) _____ / _____ / _____

        month   day   year

The Rating Record is to be used with the DRDP (2015) Instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	EM	UR
ATL-REG 4	**Curiosity and Initiative in Learning**												
ATL-REG 5	**Self-Control of Feelings and Behavior**												
ATL-REG 6	**Engagement and Persistence**												
ATL-REG 7	**Shared Use of Space and Materials**												
SED 1	**Identity of Self in Relation to Others**												
SED 2	**Social and Emotional Understanding**												
SED 3	**Relationships and Social Interactions with Familiar Adults**												
SED 4	**Relationships and Social Interactions with Peers**												
LLD 1	**Understanding of Language (Receptive)**												
LLD 3	**Communication and Use of Language (Expressive)**												
LLD 4	**Reciprocal Communication and Conversation**												
LLD 6	**Comprehension of Age-Appropriate Text**												
LLD 8	**Phonological Awareness**												
LLD 9	**Letter and Word Knowledge**												
LLD 10	**Emergent Writing**												

Measure	Measure Name	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English	Conditional Measure (not rated)	EM	UR
ELD 1	**Comprehension of English (Receptive English)**									
ELD 2	**Self-Expression in English (Expressive English)**									
ELD 3	**Understanding and Response to English Literacy Activities**									
ELD 4	**Symbol, Letter, and Print Knowledge in English**									

Rating Record (for use with Early Care and Education Programs) **Page 1 of 2**

For use with Preschool-age Children in Early Care and Education Programs

Child's Name (First and Last): _____

Agency ID or SSID:_____

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	EM	UR
COG 2	**Classification**												
COG 3	**Number Sense of Quantity**												
COG 4	**Number Sense of Math Operations**												
COG 5	**Measurement**												
COG 6	**Patterning**												
COG 7	**Shapes**												
PD-HLTH 1	**Perceptual-Motor Skills and Movement Concepts**												
PD-HLTH 2	**Gross Locomotor Movement Skills**												
PD-HLTH 3	**Gross Motor Manipulative Skills**												
PD-HLTH 4	**Fine Motor Manipulative Skills**												

DRDP (2015)
An Early Childhood Developmental Continuum

Summary of Measures in Preschool Views

Domain Name: Approaches to Learning–Self-Regulation • **Domain Abbreviation: ATL-REG**

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Attention Maintenance	Conditional	Conditional	Not included
2	Self-Comforting	Conditional	Conditional	Not included
3	Imitation	Conditional	Conditional	Not included
4	Curiosity and Initiative in Learning	Required	Required	Required
5	Self-Control of Feelings and Behavior	Required	Required	Required
6	Engagement and Persistence	Required	Required	Required
7	Shared Use of Space and Materials	Required	Required	Required

Domain Name: Social and Emotional Development • **Domain Abbreviation: SED**

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Identity of Self in Relation to Others	Required	Required	Required
2	Social and Emotional Understanding	Required	Required	Required
3	Relationships and Social Interactions with Familiar Adults	Required	Required	Required
4	Relationships and Social Interactions with Peers	Required	Required	Required
5	Symbolic and Sociodramatic Play	Required	Required	Not included

Domain Name: Language and Literacy Development • **Domain Abbreviation: LLD**

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Understanding of Language (Receptive)	Required	Required	Required
2	Responsiveness to Language	Required	Required	Not included
3	Communication and Use of Language (Expressive)	Required	Required	Required
4	Reciprocal Communication and Conversation	Required	Required	Required
5	Interest in Literacy	Required	Required	Not included
6	Comprehension of Age-Appropriate Text	Required	Required	Required
7	Concepts About Print	Required	Required	Not included
8	Phonological Awareness	Required	Required	Required
9	Letter and Word Knowledge	Required	Required	Required
10	Emergent Writing	Required	Required	Required

Domain Name: English Language Development • **Domain Abbreviation: ELD**

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Comprehension of English (Receptive English)	Conditional	Conditional	Conditional
2	Self-Expression in English (Expressive English)	Conditional	Conditional	Conditional
3	Understanding and Response to English Literacy Activities	Conditional	Conditional	Conditional
4	Symbol, Letter, and Print Knowledge in English	Conditional	Conditional	Conditional

Domain Name: Cognition, Including Math and Science • **Domain Abbreviation: COG**

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Spatial Relationships	Conditional	Conditional	Not included
2	Classification	Required	Required	Required
3	Number Sense of Quantity	Required	Required	Required
4	Number Sense of Math Operations	Required	Required	Required
5	Measurement	Required	Required	Required
6	Patterning	Required	Required	Required
7	Shapes	Required	Required	Required
8	Cause and Effect	Required	Not included	Not included
9	Inquiry Through Observation and Investigation	Required	Not included	Not included
10	Documentation and Communication of Inquiry	Required	Not included	Not included
11	Knowledge of the Natural World	Required	Not included	Not included

Domain Name: Physical Development–Health • **Domain Abbreviation: PD-HLTH**

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Perceptual-Motor Skills and Movement Concepts	Required	Required	Required
2	Gross Locomotor Movement Skills	Required	Required	Required
3	Gross Motor Manipulative Skills	Required	Required	Required
4	Fine Motor Manipulative Skills	Required	Required	Required
5	Safety	Required	Conditional	Not included
6	Personal Care Routines: Hygiene	Required	Conditional	Not included
7	Personal Care Routines: Feeding	Conditional	Conditional	Not included
8	Personal Care Routines: Dressing	Conditional	Conditional	Not included
9	Active Physical Play	Required	Required	Not included
10	Nutrition	Required	Conditional	Not included

Domain Name: History–Social Science • **Domain Abbreviation: HSS**

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Sense of Time	Required	Not included	Not included
2	Sense of Place	Required	Not included	Not included
3	Ecology	Required	Not included	Not included
4	Conflict Negotiation	Required	Not included	Not included
5	Responsible Conduct as a Group Member	Required	Not included	Not included

Domain Name: Visual and Performing Arts • **Domain Abbreviation: VPA**

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Visual Art	Required	Not included	Not included
2	Music	Required	Not included	Not included
3	Drama	Required	Not included	Not included
4	Dance	Required	Not included	Not included

DRDP (2015)
An Early Childhood Developmental Continuum

Measures at-a-Glance
Preschool Essential View

Domain Name: Approaches to Learning–Self-Regulation
Domain Abbreviation: ATL-REG

Number within Domain	Measure Name	Page Number
4	**Curiosity and Initiative in Learning**	1
5	**Self-Control of Feelings and Behavior**	2
6	**Engagement and Persistence**	3
7	**Shared Use of Space and Materials**	4

Domain Name: Social and Emotional Development
Domain Abbreviation: SED

Number within Domain	Measure Name	Page Number
1	**Identity of Self in Relation to Others**	5
2	**Social and Emotional Understanding**	6
3	**Relationships and Social Interactions with Familiar Adults**	7
4	**Relationships and Social Interactions with Peers**	8

Domain Name: Language and Literacy Development
Domain Abbreviation: LLD

Number within Domain	Measure Name	Page Number
1	**Understanding of Language (Receptive)**	9
3	**Communication and Use of Language (Expressive)**	10
4	**Reciprocal Communication and Conversation**	11
6	**Comprehension of Age-Appropriate Text**	12
8	**Phonological Awareness**	13
9	**Letter and Word Knowledge**	14
10	**Emergent Writing**	15

Domain Name: English Language Development
Domain Abbreviation: ELD

Number within Domain	Measure Name	Page Number
1	**Comprehension of English (Receptive English)** *	16
2	**Self-Expression in English (Expressive English)** *	17
3	**Understanding and Response to English Literacy Activities** *	18
4	**Symbol, Letter, and Print Knowledge in English** *	18

Domain Name: Cognition, Including Math and Science
Domain Abbreviation: COG

Number within Domain	Measure Name	Page Number
2	**Classification**	20
3	**Number Sense of Quantity**	21
4	**Number Sense of Math Operations**	22
5	**Measurement**	23
6	**Patterning**	24
7	**Shapes**	25

Domain Name: Physical Development–Health
Domain Abbreviation: PD-HLTH

Number within Domain	Measure Name	Page Number
1	**Perceptual-Motor Skills and Movement Concepts**	26
2	**Gross Locomotor Movement Skills**	27
3	**Gross Motor Manipulative Skills**	28
4	**Fine Motor Manipulative Skills**	29

*Conditional Measures

ATL-REG 4: Curiosity and Initiative in Learning

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to people, things, or sounds	Notices new or unexpected characteristics or actions of people or things	Explores people or things in the immediate environment	Explores new ways to use familiar things, including simple trial and error	Explores through simple observations, or manipulations, or asking simple questions	Explores by engaging in specific observations, manipulations, or by asking specific questions	Carries out simple investigations using familiar strategies, tools, or sources of information	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Possible Examples • Orients toward a noise. • Turns head toward a person who comes into view or begins talking. • Looks at a mobile.	**Possible Examples** • Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise. • Smiles when an adult begins singing a song. • Moves arms or legs when a mobile begins moving overhead.	**Possible Examples** • Bangs a drum with hands repeatedly. • Touches hair of another child. • Pats, pulls on, or turns pages of a board book. • Watches intently as an adult prepares snack.	**Possible Examples** • Paints on paper and on arm when given a paintbrush and paint. • Molds sand using a cup. • Tries using utensils to work with play dough.	**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 or hearing a bulldozer across the street while on a neighborhood walk.	**Possible Examples** • Puts a dry sponge in water and then squeezes it to see what happens. • Observes a snail and asks, "Why do snails have shells?" • Compares color or shape of leaves gathered on a nature walk.	**Possible Examples** • Uses a magnetic wand to figure out which objects on a table it will lift up. • Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs. • Places a variety of objects in water to see which will float and which will sink. • Uses a communication device to learn about the new pet guinea pig.	**Possible Examples** • Examines images from informational books or a computer to learn about the habitats of different animals. • Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall. • Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.

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

ATL-REG 4 — **Curiosity and Initiative in Learning** — **ATL-REG 4**

ATL-REG 5: Self-Control of Feelings and Behavior
Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Calms when comforted by an adult	Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult	Calms self when a familiar adult initiates contact, moves close, or offers a special thing	Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Possible Examples • Lessens or stops crying when picked up by an adult. • Relaxes in an adult's arms when being held. • Quiets to the voice of a familiar adult.	**Possible Examples** • Reaches toward a familiar adult to be comforted and nestles into the adult when held. • Vocalizes to a familiar adult and calms when the adult reaches over to pat child's stomach. • Looks toward a familiar adult when startled, and relaxes when picked up.	**Possible Examples** • Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look. • Stops crying after an adult offers a toy similar to the toy another child took. • Calms when an adult moves to sit closer on the floor.	**Possible Examples** • Lets go of another child's toy and accepts a different toy after a familiar adult communicates, "She's playing with the blue truck. You can use the red one." • Gets a towel when an adult suggests that they work together to clean up a spill that the child is upset about. • Accepts an adult's invitation to move closer, after noticing child's worried look when an unfamiliar adult enters the room.	**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 play with something else, when an adult communicates that it is not yet time to go outside.	**Possible Examples** • Insists that another child return a favorite doll, but when refused, asks a familiar adult for help. • Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking. • Communicates, "Tôi muốn ngồi ở đây," ["I want to sit here," in Vietnamese], when upset that there are no empty chairs near a friend.	**Possible Examples** • Offers a toy in exchange when another child has a desired toy. • Asks another child who is painting at an easel, "When is it my turn? I've been waiting." • Leaves the block area after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children in play.	**Possible Examples** • Communicates, "I want a turn. Can I use the scooter after you go around two times?" after watching another child ride for a while. • Communicates, "Don't push!" to another child trying to fit at the water table, and then says, "Here's a place," and moves over. • Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story. • Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.

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

ATL-REG 5 — **Self-Control of Feelings and Behavior** — **ATL-REG 5**

ATL-REG 6: Engagement and Persistence

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Participates in a simple activity briefly**	**Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity**	**Continues self-selected activities with adult support, even though interest briefly shifts to other activities**	**Continues self-selected activities on own, seeking adult support to work through challenges**	**Works through challenges on own while engaged in self-selected activities**	**Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity**
		Possible Examples • Puts a ring on and off of a ring stack a few times. • Fills and dumps sand from a bucket. • Shakes a bell while others are singing. • Uses hands to smear finger paint. • Activates a switch toy.	**Possible Examples** • Chooses to play in the dramatic play area for a short while and then plays in the block area. • Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult's encouragement to continue. • Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity.	**Possible Examples** • Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. • Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks. • Pauses to watch children running by while scooping sand, but returns to scooping when the adult offers another sand toy.	**Possible Examples** • Continues working on a difficult puzzle, asking an adult for help when needed. • Continues looking at a book as an adult encourages other children entering the same area to find a book. • Asks adult for headphones, while listening to a story on tape, when other children begin to play noisily nearby. • Starts to get ready to go outside with other children, and asks for adult assistance with fasteners when putting on shoes.	**Possible Examples** • 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.	**Possible Examples** • Continues to work on spinning a round hoop around own waist over successive days. • Continues at a pottery activity that involves shaping clay, letting it dry, painting it, and letting it dry some more. • Writes own name, then writes it more clearly a second time at classroom sign-in table.

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

ATL-REG 7: Shared Use of Space and Materials

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Demonstrates preferences for a few specific toys or materials**	**Takes and plays with materials of interest, even when they are being used by another child**	**Shows awareness that other children might want to use materials, by taking action to control the materials**	**Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children**	**Follows expectations or procedures for sharing, most of the time, without adult prompting**	**Offers to share space or materials with others in the absence of explicit expectations for sharing**
		Possible Examples • Chooses to play with doll with red hair on repeated occasions. • Chooses to play with the same toy dinosaur every day. • Selects the green marker every time when at the art table.	**Possible Examples** • Takes another child's toy, and seems surprised by the other child's protest. • Picks up a purple marker after another child put it down momentarily to do something else. • Squeezes in between other children at the water table, making it difficult for the other children to continue their play.	**Possible Examples** • Keeps all of the crayons nearby even if only using one or two colors. • Communicates, "Es mía," ["It's mine," in Spanish], when another child reaches for a red cape. • Places favorite dolls behind back when other children are playing in the doll area.	**Possible Examples** • Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting. • Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table. • Lets another child take a book from a pile nearby, but holds onto a few favorite books.	**Possible Examples** • Communicates to another child, "That's mine [referring to a carpet square]. Go get one from the pile over there," while getting ready for story time. • Gets riding toys out of the shed to give to other children, according to the usual classroom practice. • Communicates, "It's my turn when you are done," to a child who is using the tricycle. • Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.	**Possible Examples** • Brings a carpet square to another child while getting ready for story time, without being asked. • Makes room for another child who wants to join in building a spaceship, and then offers a piece for the child to add. • Uses a communication device to ask another child to join in making a necklace.

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

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

SED 1: Identity of Self in Relation to Others
Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds in basic ways to others	**Uses senses to explore self and others**	**Recognizes self and familiar people**	**Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)**	**Expresses simple ideas about self and connection to others**	**Describes self or others based on physical characteristics**	**Describes own preferences or feelings; *and* Describes the feelings or desires of family members, friends, or other familiar people**	**Compares own preferences or feelings to those of others**
Possible Examples • Attends to a familiar adult during feeding. • Quiets when hears a familiar adult. • Grasps an adult's finger when palm of child's hand is touched.	**Possible Examples** • Examines own hand or foot by looking at it or mouthing it. • Touches others' hair when it is within reach. • Plays with sound by repeating grunts and squeals.	**Possible Examples** • Orients toward a familiar adult when own name is spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	**Possible Examples** • Communicates, "Me llamo Luis," ["My name is Luis," in Spanish]. • Communicates names of immediate family members in a photo. • Looks to new baby sister and communicates her name.	**Possible Examples** • Acts out roles from own family in pretend play. • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	**Possible Examples** • 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.	**Possible Examples** • Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	**Possible Examples** • Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "我喜歡游泳, 但是我姐姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

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

SED 1	Identity of Self in Relation to Others	SED 1

SED 2: Social and Emotional Understanding

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to faces, voices, or actions of other people	Shows awareness of what to expect from familiar people by responding to or anticipating their actions	Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations	Adjusts behavior in response to emotional expressions of people who are less familiar	Identifies own or others' feelings	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior	Communicates ideas about why one has a feeling or what will happen as a result of a feeling	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
Possible Examples • Looks at faces. • Turns head toward an adult during feeding. • Grasps an adult's finger when palm of child's hand is touched.	**Possible Examples** • Smiles when an adult continues after pausing during a game of pattycake. • Looks toward the location of where an adult's face will reappear during a game of peek-a-boo. • Kicks legs in excitement or adjusts body when a familiar adult leans forward to pick child up.	**Possible Examples** • Pays attention to a familiar adult's facial expressions when an unfamiliar person enters the room. • Stops playing, looks up, and then smiles when hearing a familiar adult's laugh. • Starts to climb on a table, but pauses in response to an adult's cautionary look and warning.	**Possible Examples** • Moves or looks toward a familiar adult when a less familiar adult enters the room. • Pauses after reaching toward a peer's toy, to check on a less familiar adult's response. • Stops in response to a warning from another child's parent about getting too close to the swing.	**Possible Examples** • Communicates, "También me gusta pintar, me hace feliz," ["I like to paint, too; it makes me happy," in Spanish] after noticing a child at an easel. • Communicates that a crying child is sad. • Communicates, "She wants the big truck." • Points to "angry" picture on emotion chart while looking at a peer.	**Possible Examples** • Responds that a friend is sad, when an adult asks, "Why did your friend get his blanket?" • Communicates that the turtle was scared, when an adult asks, "Why did the turtle go into its shell?" • Communicates, "Cô bé nhớ mẹ của mình," ["She misses her mommy," in Vietnamese] when an adult asks, "What happened?"	**Possible Examples** • Communicates, "Magagalit siya kapag bumagsak na naman ang kanyang tulay," ["He'll be mad if his bridge is knocked down again," in Tagalog]. • Uses a communication device to express, "I feel sleepy when it gets dark." • Communicates, "I'm bored. I'm going to play with the blocks now."	**Possible Examples** • Communicates to a peer, "You're silly," when the peer starts giggling and other children join in. • Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches. • Communicates that another child plays with everyone because he is so friendly.

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

SED 2   **Social and Emotional Understanding**   **SED 2**

SED 3: Relationships and Social Interactions with Familiar Adults

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to faces, voices, or actions of familiar people	Shows a preference for familiar adults and tries to interact with them	Interacts in simple ways with familiar adults and tries to maintain the interactions	Initiates activities with familiar adults; *and* Seeks out assistance or support from familiar adults	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child	Takes initiative in creating cooperative activities with a familiar adult	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Possible Examples • Widens eyes or brightens face at the face of a familiar adult. • Orients toward a familiar adult's voice. • Quiets when picked up by a familiar adult.	**Possible Examples** • Reaches for a familiar adult when being held by another adult. • Vocalizes at a familiar adult to gain the adult's attention. • Laughs in anticipation before a familiar adult nuzzles child's neck.	**Possible Examples** • Places toy on a familiar adult's lap, goes to get another toy, and then places that toy on the adult's lap. • Puts hands near head to continue a game of peek-a-boo when a familiar adult pauses. • Repeatedly hands little cars to a familiar adult to continue a joint activity.	**Possible Examples** • Grasps a familiar adult's hand to gain attention, and then gestures to begin a finger-play game. • Communicates interest in looking at a book with a familiar adult. • Brings a blanket to a familiar adult and then climbs into the adult's lap when upset. • Gestures to a familiar adult for assistance about how to remove a tight lid from a canister.	**Possible Examples** • Communicates to a familiar adult, "Want some tea?" during a pretend tea party. • Completes a simple puzzle with a familiar adult, taking turns to fit pieces. • Shares rocks collected while playing outside with a familiar adult. • Uses an electronic tablet to play a game with a familiar adult.	**Possible Examples** • Asks a teacher why another child is not going outside with the group. • Communicates to an adult, "What's the bee doing?" while watching a bee fly from flower to flower or sharing a book together about bees. • Asks a familiar adult for a suggestion about how to build the tower to keep it from falling down.	**Possible Examples** • Offers to place napkins and cups on the table when a familiar adult is preparing a snack. • Brings a board game to a familiar adult and communicates an interest in playing together. • Gives pretend food to a familiar adult and communicates, "I made some hamburgers for you. You tell me what you want to drink."	**Possible Examples** • Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways. • Plans a gardening activity with a familiar adult, communicating by signing the materials needed. • Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult. • Works with a familiar adult and a group of children to make a piñata over two days, offering alternatives for its shape and construction and what will go inside.

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

SED 3	Relationships and Social Interactions with Familiar Adults	SED 3

SED 4: Relationships and Social Interactions with Peers

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Shows awareness of other people, including children	Shows interest in other children	Plays alongside other children, rarely interacting with them	Interacts in simple ways with familiar peers as they play side by side	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Possible Examples • Cries when hearing the sound of another child crying. • Orients toward other children. • Notices another child nearby.	**Possible Examples** • Moves excitedly when another child comes near. • Reaches toward another child to gain attention. • Smiles at another child.	**Possible Examples** • Selects a truck when other children nearby are playing with trucks. • Explores a toy alongside another child who is also exploring. • Reaches for a toy in the water alongside other children at the water table.	**Possible Examples** • Hands a bucket to a familiar peer sitting next to child in the sandbox. • Offers a block to a peer building a tower next to child. • Splashes excitedly with a peer at the water table, continuing back and forth.	**Possible Examples** • Takes a few turns trying on hats with a peer in the dramatic play area. • Plays chase briefly outside with two peers, and then goes to play alone in sandbox. • Plays cars with a peer for a short while.	**Possible Examples** • 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.	**Possible Examples** • Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow. • Invites friends to continue playing family from the day before. • Offers a new object for a fort that child has built with peers over several days. • Plays restaurant with friends, showing them the signs for food to be ordered.	**Possible Examples** • Plans how to build a boat with several peers, choosing materials and negotiating tasks. • Plays superheroes with peers, planning different characters and scenarios. • Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

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

SED 4	Relationships and Social Interactions with Peers	SED 4

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to voices, sounds, gestures, or facial expressions in basic ways	Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)	Recognizes a few frequently used words or gestures in familiar situations	Shows understanding of a variety of single words	Shows understanding of frequently used simple phrases or sentences	Shows understanding of a wide variety of phrases or sentences	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities	Shows understanding of language that refers to abstract concepts, including imaginary events	Shows understanding of a series of complex statements that explain how or why things happen
Possible Examples • Turns head toward, or looks in the direction of, the voice of an adult. • Makes eye contact with a familiar adult. • Quiets or orients in the direction of a sound, touch, or gesture.	**Possible Examples** • Smiles or gurgles in response to a familiar adult's voice or simple gestures. • Makes a sound similar to "Mmmmm" during a social interaction with a familiar adult. • Averts eyes to disengage from a social interaction with an adult.	**Possible Examples** • Waves, "Bye-bye," after an adult communicates, "Good-bye." • Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, "More?" • Orients toward a familiar person or thing when it is named.	**Possible Examples** • Indicates a bell in a storybook when adult asks about a bell. • Looks to the wagon after an adult refers to the wagon • Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.	**Possible Examples** • Gets jacket after an adult communicates, "Get your jacket. It's time to go outside." • Moves to the sink after an adult communicates, "Time to wash hands." • Passes the milk at lunch time after an adult communicates, "Please pass the milk."	**Possible Examples** • Offers to help after an adult communicates, "Would you like to help me feed the turtle?" • Collects different types of art supplies after an adult explains an art project and where to find the supplies. • Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?"	**Possible Examples** • Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!" • Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room. • Points to the picture of an eagle and its nest while sharing a book about animals building their homes.	**Possible Examples** • Communicates, "I'm a princess and I live in a castle," while playing dress-up. • Pretends to be a character in a story after a read-aloud of the story. • Draws a picture of a cocoon after sharing a book about the life cycle of a butterfly.	**Possible Examples** • Explains how to plant seeds to a peer after an adult reads a book about planting seeds. • Draws a picture about the changing seasons, after an adult talks about why the weather has changed. • Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.

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

| LLD 1 | Understanding of Language (Receptive) | LLD 1 |

LLD 3: Communication and Use of Language (Expressive)
Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Makes sounds spontaneously	Uses sounds, gestures, or facial expressions to communicate	Uses a few "first words," word-like sounds, or gestures to communicate	Uses a variety of single words to communicate	Uses two words together to communicate	Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events
Possible Examples • Cries. • Coos. • Gurgles.	**Possible Examples** • Smiles when a familiar person approaches. • Cries or looks at an adult when hungry. • Vocalizes or babbles while interacting with an adult.	**Possible Examples** • Asks for food when hungry, by using a special word, sound, or gesture for food. • Communicates, "Mama," "Dada," "Baba," or similar word approximations. • Reaches for or gestures for an object.	**Possible Examples** • Names familiar foods, toys, or family members. • Communicates ideas such as "No," "More," or "Up." • Indicates a picture of a ball when asked what the child wants to play with next.	**Possible Examples** • Communicates, "Mommy come," when wanting a parent. • Communicates, "More juice," when thirsty. • Communicates, "我的卡車!" ["My truck!" in Chinese] after another child takes a toy truck.	**Possible Examples** • Communicates, "A mí me toca," ["It's my turn," in Spanish] when an adult brings the pet rabbit for a visit. • Communicates, "I want mommy." • Communicates, "I like dogs," while looking at an animal book.	**Possible Examples** • Communicates, "The rabbit is scared," when the pet rabbit snuggles into an adult's lap. ("Scared" is an adjective.) • Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.) • Communicates, "Malaking malaki ang aso namin," ["Our dog is huge," in Tagalog] after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word.)	**Possible Examples** • Communicates to a peer, during play, "Yesterday we made vegetable soup." ("We" is a pronoun; "made" is past tense.) • Communicates, "His birthday is tomorrow. He will be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.) • Communicates in sign language that the cat's feet are wet. ("Cat's" is possessive; "feet" is plural.) • Communicates, "He runned really fast," [He *ran* really fast]. ("Runned" is past tense with a grammatical error.)	**Possible Examples** • Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings." • Communicates to a peer, "Let's hurry and clean up so we can go outside to ride bikes." • Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and then he got in trouble. We put him outside and he was very sad." • Communicates, "Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas," ["My grandma is really old. She has white hair and lots of wrinkles," in Spanish].

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

LLD 3	Communication and Use of Language (Expressive)	LLD 3

LLD 4: Reciprocal Communication and Conversation

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to sounds or movements of others in basic ways	**Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions**	**Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions**	**Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning**	**Engages in brief back-and-forth communication, combining words to communicate meaning**	**Engages in brief back-and-forth communication, using short phrases and sentences**	**Engages in brief conversations with a shared focus**	**Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas**	**Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas**
Possible Examples • Looks in the direction of voices or movement. • Quiets in response to sound. • Turns toward the soft touch of an adult. • Looks at a familiar adult during feeding.	**Possible Examples** • Smiles at an approaching familiar adult. • Makes sounds when a familiar adult stops talking. • Reaches toward a familiar adult.	**Possible Examples** • Expresses, "Ba," in response to an adult talking about a ball, and then waits for the adult to respond. • Waves, "Good-bye," after parent waves, "Good-bye." • Covers eyes to signal an adult to continue playing peek-a-boo.	**Possible Examples** • Communicates, "Yes," or "No," after an adult asks, "Do you want more milk?" • Rubs eyes and responds, "Night-night," after a familiar adult asks, "Are you tired?" • Brings a ball to an adult, and then responds, "Ball," after the adult asks, "Do you want me to play ball with you?"	**Possible Examples** • Makes eye contact with an adult while holding a stuffed bear. When the adult asks, "Whose teddy bear is that?" communicates, "My bear." • Communicates with an adult, during lunch, "Thêm phô mai," ["More cheese," in Vietnamese]. When the adult responds, "You really like cheese!" communicates, "Con thích phô mai," ["I like cheese," in Vietnamese]. • Communicates, "That's a monkey," while reading a story with an adult. When the adult says, "Yes, he's climbing," replies, "Climbing up high."	**Possible Examples** • Communicates, "我是寶寶," ["I'm the baby," in Chinese] after a peer communicates, "I'm the mommy," while playing house. • Hands play dough to a peer. When the peer takes the play dough and says, "I'm gonna make a dog," responds, "I'm making a snake." • Asks a peer for some blocks to put in child's truck while playing with trucks. When the peer replies, "Here," and hands over several blocks, responds, "That's too many," and takes only two blocks from the peer.	**Possible Examples** • Communicates, "我是寶寶," ["I'm the baby," in Chinese] after a peer communicates, "I'm the mommy," while playing house. • Responds to an adult's comments about animals that live in the zoo, "Fui al zoológico," ["I went to the zoo," in Spanish]. When an adult replies, "There are lots of animals in the zoo," child says, "Los caimanes son los animales que más me gustan," ["I like the alligators best," in Spanish] and continues to converse about other animals at the zoo. • Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When peer responds, "Yeah, really hairy," child continues, "He has lots of legs, too."	**Possible Examples** • Communicates, "That's my family," while looking at a photo with a peer. When the peer says, "You have two sisters," responds, "I have a big sister, and that's my baby sister."	**Possible Examples** • Has a conversation with a peer about things that they like to do together with their families. Says, "My family goes to the park on Sundays." When peer asks, "Every Sunday?" child responds, "Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground." Then when peer says, "My grandma takes me to the park," child responds, "My grandma takes me to the store." Conversation continues. • Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds.	**Possible Examples** • Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow. • Has a conversation with a peer before and while building a fort, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it. • Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.

Note: The "Building Middle" column example in my reading shows the peer conversation about family/sisters; the "Building Earlier" column shows the Chinese/Spanish/caterpillar examples.

* *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 4	Reciprocal Communication and Conversation	LLD 4

LLD 6: Comprehension of Age-Appropriate Text
Child develops capacity to understand details and ideas from age-appropriate text presented by adults

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Shows interest when attending to books, pictures, or print materials, with an adult**	**Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult**	**Makes comments or asks questions about text presented in books or the environment**	**Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text**	**Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect**	**Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events**
			Possible Examples	**Possible Examples**	**Possible Examples**	**Possible Examples**	**Possible Examples**	**Possible Examples**
			• Looks at a picture book with an adult. • Brings a favorite book about baby animals to an adult, to be reread often. • Points to photos, with captions, that were taken while on a nature walk. • Turns the page after an adult stops reading a book. • Touches Braille and image of sheep with textured wool in a book and says, "Sheep."	• Answers, "Cow," when adult asks, "What do you see?" while reading a book about farm animals together. • Communicates, "Allí dentro," ["In there," in Spanish] when asked, "Where's the mouse?" while an adult reads a book aloud. • Communicates, "Pasta," after an adult points out items on a children's menu.	• 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?"	• Reenacts a story about firefighters with peers, using props for hoses, boots, and hats. • Pretends to direct traffic on the bike path after listening to a book about what community helpers do. • Uses a shawl to carry a doll after a read-aloud of the storybook *What Can You Do with a Rebozo?* ["Shawl" in Spanish]. • Communicates that the caterpillar will have a stomachache, after rereading *The Very Hungry Caterpillar*.	• Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?" • Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. • Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book *Where the Wild Things Are*. • Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story *Caps for Sale*.	• Communicates, using a communication board, "Firefighters have to wear special clothes so that they don't get burned," after an adult reads a book about what firefighters do. • Holds up two books about bears and communicates, "Ang dalawang aklat na ito ay tungkol sa mga uso, ngunit ang mga uso sa Goldilocks ay mas maganda," ["These two books are about bears, but the bears in *Goldilocks* are nicer," in Tagalog]. • Relates what happens in a familiar storybook to a peer as they begin to share the book together. • Brings a book from home and communicates to the class about what happens in the story and why.

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

LLD 6	**Comprehension of Age-Appropriate Text**	**LLD 6**

LLD 8: Phonological Awareness

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Attends to sounds or elements of language**	**Demonstrates awareness of variations in sounds**	**Engages actively in play with sounds in words or rhymes,** *or* **Sings simple songs,** *or* **Repeats simple nursery rhymes**	**Demonstrates awareness of larger units of language (e.g., words, syllables)**	**Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects;** *and* **Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects**	**Blends smaller units of language (e.g., *onsets* and *rimes*), with or without the support of pictures or objects;** *and* **Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects**
			Possible Examples • Turns toward adult when adult sings a song. • Looks at adult's hands when adult signs "more." • Attends to adult saying, "bye-bye."	**Possible Examples** • Whispers a word, and then says it loudly. • Communicates, "No, no, no, no, no," varying pitch. • Uses sounds or hand movements to play with variations of stress and rhythm.	**Possible Examples** • Rhymes children's names with other words during a group sing-along. • Sings "Twinkle, Twinkle, Little Star" with a group. • Communicates the rhyming word "fall," after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . . . ?" • Uses signs to participate in a song such as "The Wheels on the Bus."	**Possible Examples** • Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words. • Claps the syllables in familiar words, such as children's names or days of the week, with adult and peers. • Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat," with adult and peers.	**Possible Examples** • Answers, "*Goldfish,*" after an adult asks, "If you put together the words '*gold*' and '*fish,*' what word does that make?" • Communicates, "*Rain,*" after an adult communicates, "There are two words in '*raincoat.*' What happens when we take away the word '*coat*'?" while moving a picture of a coat away from a picture of rain. • Communicates, "*Zebra,*" after an adult separates the word into syllables, and says, "*Ze–,*" and "*–bra,*" while looking at a wordless picture book about the zoo. • Communicates, "*Marker,*" after an adult communicates, "What happens when I put the two syllables '*mark–*' and '*–er*' together?"	**Possible Examples** • Communicates, "Cup," at the snack table, after an adult says, "I have a *c–up*. What do I have?" • Communicates, "Ice," after an adult asks what word is left when the *m–* is removed from the word "*mice,*" while playing a word game. • Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say '*dog*'?" while looking at pictures of dogs together.

* Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child. The rate and pattern of a dual language learner's phonological awareness development may differ for languages other than English.

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

LLD 8   **Phonological Awareness**   **LLD 8**

LLD 9: Letter and Word Knowledge

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Demonstrates awareness that pictures represent people or things**	**Demonstrates awareness of a few common simple symbols in the environment**	**Demonstrates awareness of a few letters in the environment**	**Identifies some letters by name**	**Identifies ten or more letters (not necessarily at the same time);** *and* **Shows understanding that letters make up words**	**Identifies most upper-case letters;** *and* **Identifies most lower-case letters;** *and* **Shows understanding that a letter corresponds to a sound in words**
			Possible Examples • Points to a picture of a bird in a book when adult communicates, "Bird." • Goes and gets teddy bear after seeing a picture of a bear. • Sees a photo of mother and communicates, "Mama."	**Possible Examples** • Recognizes that a stop sign means "stop." • Places paper in a recycling bin after noticing the recycling symbol (three arrows forming a circle) on the bin. • Notices a familiar store or business in the neighborhood from its logo. • Asks an adult what signs in Braille say.	**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.	**Possible Examples** • Names some letters while looking at an alphabet book. • Points and names some letters in an alphabet puzzle. • Identifies some letters in Braille.	**Possible Examples** • 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.	**Possible Examples** • Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby. • Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book. • Communicates, "Ball starts with B," after hearing the word "*ball*" in a story. • Looks at the word "*mat*" in large print and says "m" (letter sound).

Dual language learners may demonstrate differences in how they approach letter and word knowledge given that some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).

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

LLD 9 — **Letter and Word Knowledge** — **LLD 9**

LLD 10: Emergent Writing

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Makes marks on paper**	**Makes scribble marks**	**Makes scribble marks or simple drawings that represent people, things, or events**	**Makes marks to represent own name or words**	**Uses letters or clearly recognizable approximations of letters to write own name**	**Writes several words or a few simple phrases, or clearly recognizable approximations**
			Possible Examples • Dips sponge in paint and dots onto paper. • Makes a dot on a paper and then makes more dots using different markers. • Holds crayon against paper.	**Possible Examples** • Uses crayons, pencils, or markers to make back-and-forth marks. • Paints using large or small movements. • Scribbles by moving finger on screen of tablet or by using Braille writer.	**Possible Examples** • Draws circles and lines and comments, "Baby," and "Mommy." • Makes marks on paper and then explains that it is a birthday cake. • Draws a series of lines to represent a house and a tree. • Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer.	**Possible Examples** • Makes marks that are linear and spaced like letters or words while writing a pretend grocery list. • Makes marks for a restaurant order in the dramatic play area. • Uses an adaptive device to hold a marker to make marks on paper to represent the word "mom."	**Possible Examples** • Writes own name on drawings made in class. • Signs a self-made card to grandma with a close approximation of own name. • Uses a few letter stamps to represent own name.	**Possible Examples** • Writes, "bog" ["*dog*"], copying the word from a book, to label a drawing of a dog. • Writes "STOP" on a stop sign in a drawing. • Writes "I love you" on a drawing made for a family member. • Uses a Braille writer to practice writing a few simple words.

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

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

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

LLD 10　　　　**Emergent Writing**　　　　**LLD 10**

ELD 1: Comprehension of English (Receptive English)
Child shows increasing progress toward fluency in understanding English

Mark the latest developmental level the child has mastered:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Recognizes a few frequently used words or gestures in the home language and culture in familiar situations	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)	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	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	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	Shows understanding of most information and concepts communicated in English for both instructional and social purposes
Possible Examples • Waves good-bye after an adult communicates, "Good-bye," in the child's home language and culture. • Indicates interest in continuing an activity after an adult pauses and asks to continue in the child's home language and culture. • Orients toward a familiar person or thing when it is named in the home language.	**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.	**Possible Examples** • Pauses to listen to peers speaking English for a short period of time while playing in the sandbox. • Nods head when an adult at the snack table asks in English, "Do you want more apples?" while holding up a plate of apple slices. • Begins to put blocks on a shelf when a peer says in English, "Clean-up time."	**Possible Examples** • Points to the ball when a peer says in English, "Where is the ball?" during outdoor play time. • Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer. • Approaches the door to go inside when an adult says in English, "It is time to go in for a snack," and adds, "¡Hora de comer!" ["Time to eat!" in Spanish].	**Possible Examples** • 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."	**Possible Examples** • Sorts orange and green squash after an adult says in English, "Let's separate them by color." • Brings a bigger block to a peer in response to a question in English by the peer, "Could you bring me the bigger block?" • Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.

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

ELD 2: Self-Expression in English (Expressive English)
Child shows increasing progress toward fluency in speaking English

Mark the latest developmental level the child has mastered:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Uses a few "first words" or word-like sounds or gestures to communicate in home language	Communicates in home language or nonverbally, or both	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English	Communicates in English, using single words and common phrases (may mix English with home language)	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)	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 • Asks for food when hungry, by using a special word, sound, or gesture for food. • Communicates from child's home language, "Mama," "Dada," or other word approximations. • Reaches for or gestures for an object.	**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 Chinese] while putting some toy animals under a blanket in the dramatic play area.	**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.	**Possible Examples** • Communicates in English, "Marker," to ask for a marker from a peer while playing restaurant in the dramatic play area. • Communicates in English, "I do a house," ["I *made* a house,"] while painting. • Communicates to a peer in English, "My turn," and gestures at the slide during outdoor play. • Communicates, "The dog 变成一个lady 了," ["The dog turned into a lady," in English and Chinese] while helping to put a dress on a stuffed dog in the dramatic play area.	**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 a bag. • Communicates in English, "The lamb lick my hand!" ["The lamb *licked* my hand!"] when describing a family trip to a petting farm that occurred last weekend. • Communicates to a peer, "My dad ride a ngựa," ["My dad *rides* a" in English; "horse" in Vietnamese] while attempting to draw a horse.	**Possible Examples** • 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 in English, "I'm going to cook them now," while throwing some noodles made with play dough into a toy pot, and later puts "cooked noodles" on a plate and communicates, "Here's a plate for you," while handing it to a peer.

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

ELD 2 — **Self-Expression in English (Expressive English)** — **ELD 2**

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:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language	**Participates in literacy activities in home language;** *and* **Attends to simple literacy activities in English with some support**	**Uses home language, gestures, or single words in English to show understanding of literacy activities in English**	**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)**	**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)**	**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)**
Possible Examples • Looks at pictures in a book for a short time while a familiar adult reads in the home language. • Reaches to turn the page of a board book as a familiar adult talks or signs in the home language about the pictures on the page. • Uses simple hand movements to participate during a familiar song or rhyme in the home language.	**Possible Examples** • Joins in with peers who are singing a song or chanting in child's home language. • Looks at pages of a picture book with a peer while an adult reads the book aloud in English. • Attends to the retelling of a story in English on the flannel board, after the story has been read in child's home language.	**Possible Examples** • Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers. • Gestures at a picture of a baby bear and says, "Baby," while an adult is reading a book about animals in English to a small group of children. • Comments in home language about a picture in a book, after hearing other children making comments.	**Possible Examples** • 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 ["a caterpillar" in Spanish]! Like the book!" while playing outside, after *The Very Hungry Caterpillar* was read aloud in English.	**Possible Examples** • 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. Lahat ito!" ["The baby bear *is* mad! The girl, she *ate* it all," in English; "All of it!" in Tagalog] during a teacher-guided discussion in English about *The Three Little 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.	**Possible Examples** • 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*.

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

ELD 3 | **Understanding and Response to English Literacy Activities** | **ELD 3**

ELD 4: Symbol, Letter, and Print Knowledge in English
Child shows an increasing understanding that print in English carries meaning

Mark the latest developmental level the child has mastered:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Demonstrates awareness that pictures or objects can represent people or things	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning	Demonstrates awareness that print in English carries meaning	Demonstrates understanding that English print consists of distinct letters with names in English	Identifies several English letters; *and* Recognizes own name in English print	Identifies at least ten English letters; *and* Identifies a few printed words frequently used in English
Possible Examples • Points to a picture of a bird in a book after seeing or hearing a bird outside. • Goes and gets teddy bear after seeing a picture of a bear. • Sees a photo of mother and communicates in home language, "Mama." • Explores a toy teacup and tries to take a drink.	**Possible Examples** • Shows an adult a book and requests, "Mẹ có thể đọc cho con nghe quyển sách này không?" ["Can you read me this book?" in Vietnamese]. • Gestures toward a Chinese character representing own name and says name. • Asks an adult to read a note written in home language by a parent. • Brings tricycle to a stop when a peer holds up a stop sign.	**Possible Examples** • 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."	**Possible Examples** • 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.	**Possible Examples** • Gestures at name printed in English and communicates, in English or home language, "That's my name." • Names four English letters correctly while playing with magnetic letters with a peer. • Communicates, "I have a T, and you have a T. I have an A, but not you," ["I have an A, but *you don't.*"] while gesturing at own name and a peer's name.	**Possible Examples** • Names all the letters in own name correctly one by one, and then gestures at a friend's name and names several letters, while standing at the name chart. • Recognizes words posted in the writing center, such as "Mom," "Dad," and "love," after a small group activity about writing letters to family members. • Identifies labels such as "blocks," "door," "books," or "art" while showing own grandma around the room. • Communicates to a peer, "Mira, este dice ["Look, this says" in Spanish] 's–t–o–p' [using English letter names]," while pointing to a stop sign to a Spanish-speaking peer.

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

ELD 4 — **Symbol, Letter, and Print Knowledge in English** — **ELD 4**

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Attends to people, objects, or events	Interacts differently with familiar people and objects than with unfamiliar people and objects	Associates a person or object with another person or object, based on a similarity or relationship between them	Selects some objects that are similar from a collection of objects	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 into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute
Possible Examples • Looks at people's faces. • Quiets in response to an adult's voice. • Closes hand around an adult's finger.	**Possible Examples** • Smiles at a familiar adult's face or voice. • Reaches for own special blanket or toy from home. • Turns face away from an approaching unfamiliar adult.	**Possible Examples** • Looks for the hammer that goes with the pounding bench. • Looks at another child when the child's parent walks into the room. • Looks for baby bottle when playing with baby doll.	**Possible Examples** • Selects the shovels from among toys in the sandbox. • Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack. • Picks out some train cars from a box of toys.	**Possible Examples** • Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile. • Sorts rocks into two piles, big and small, after a neighborhood walk. • Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf.	**Possible Examples** • Separates a pile of toy animals by kind (e.g., dogs, cats, and birds). • Puts crayons, pencils, and markers into different containers. • Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.	**Possible Examples** • Sorts buttons by color, and then sorts all of them again by shape or size. • Sorts shoes based on color, and then re-sorts by type (e.g., slippers, boots, tennis shoes). • Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items.	**Possible Examples** • Separates tiles into four groups: blue circles, blue squares, red circles, and red squares. • Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks. • Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).

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

COG 2 | **Classification** | **COG 2**

COG 3: Number Sense of Quantity
Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to people or objects in basic ways	**Responds to changes in the number of objects observed or interacted with**	**Demonstrates awareness of quantity**	**Uses number names, but not always correctly, in situations related to number or quantity**	**Identifies small quantities without counting, up to three**	**Counts up to five objects using one-to-one correspondence;** *and* **Recites numbers in order, one through ten**	**Shows understanding that the last number counted is the total number of objects in the group**	**Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence;** *and* **Recites numbers correctly, up to 20**
Possible Examples • Looks at objects that are hanging from a mobile. • Calms in response to a familiar adult's touch. • Turns toward a familiar adult's voice.	**Possible Examples** • Attends to one moving toy on a mobile, then to another. • Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult. • Holds an object in each hand, and then touches the two objects together.	**Possible Examples** • Communicates, "More," during lunch. • Dumps small cars out of a bucket. • Gestures for more when playing with play dough. • Shows excitement when an adult offers another book.	**Possible Examples** • Communicates, "Dos," ["Two," in Spanish] and holds up two cups in the play kitchen. • Communicates, "One, two, five, one, two," while pointing randomly to objects in a group. • Signs, "Two," in response to the question of "How old are you?"	**Possible Examples** • Communicates a desire for two apple slices after noticing that a peer has two apple slices. • Communicates, "Three dogs," while looking at a picture of three dogs. • Communicates, "Now I have one bear and you have one," while giving a peer a stuffed bear.	**Possible Examples** • Counts out loud, "一, 二, 三, 四, 五," ["One, two, three, four, five," in Chinese] saying the next number as the next cup is placed on the table. • Chants numbers from one to 10 in order while waiting for a tricycle. • Counts, "One, two, three," out loud while pointing to each of three squares on a light box.	**Possible Examples** • Counts ducks in a storybook, "One, two, three, four, five," and then communicates that there are five. • Communicates that there are six rocks after counting a collection of six rocks. • Counts four pencils and says, "Apat," ["Four," in Tagalog] when asked how many pencils there are.	**Possible Examples** • Counts six chairs, then counts seven children, and communicates, "We need one more chair." • Counts accurately to 20 while marching. • Counts on fingers to determine how many napkins to get so that each child at a table of six has one.

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

COG 3 | **Number Sense of Quantity** | **COG 3**

COG 4: Number Sense of Math Operations
Child shows increasing ability to add and subtract small quantities of objects

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Demonstrates awareness of quantity**	**Manipulates objects and explores the change in the number in a group**	**Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less**	**Identifies the new number of objects after one object is added to or removed from a set of two or three objects**	**Uses counting to add or subtract one or two objects to or from a group of at least four objects**	**Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation**
		Possible Examples • Gestures for more when playing with play dough. • Dumps small cars out of a bucket. • Communicates, "All gone," after noticing that there is no more fruit in the bowl.	**Possible Examples** • Puts objects in a dump truck or container, dumps them out, then puts them back in one at a time. • Moves toy farm animals into and outside of a toy barn while playing with the farm set. • Takes objects from two different piles to create a new pile by using a touchscreen tablet or computer.	**Possible Examples** • Notices when another child's bowl has more crackers than own bowl, and asks an adult to add crackers to own bowl. • Communicates, "Ahora tenemos más," ["Now we have more," in Spanish] when an adult combines markers from the shelf with some on the table. • Communicates, "They're almost gone," after taking the next-to-last unit block out of the basket.	**Possible Examples** • Communicates, "Now we have three," when adding a third snail to the two collected from the yard. • Communicates, "Only two left," when an adult removes a broken wagon from a group of three wagons. • Gives one of two cars to another child, and then communicates, "Tôi có một cái và bạn có một cái," ["I have one and you have one," in Vietnamese].	**Possible Examples** • Counts out five small crackers, "One… two… three… four… five." After eating two, counts, "One… two… three," and communicates, "Now, I've got three." • Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left. • Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars.	**Possible Examples** • Communicates, "I had four hair clips, but I gave one to my sister. Now I have three." • Brings six napkins to the table after an adult communicates, "We usually have four children, but today we have two visitors, so how many napkins do we need altogether?" • Holds up five fingers and then one finger, counts them, and communicates, "Six," when asked, "If you had five crackers, and you took one more, how many crackers would you have?"

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

COG 4   **Number Sense of Math Operations**   **COG 4**

COG 5: Measurement
Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)**	**Explores how objects differ by properties (e.g., size, length, weight, capacity)**	**Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties**	**Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words**	**Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)**	**Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of non-standard units (e.g., footsteps, blocks)**
		Possible Examples • Gestures by holding one hand high in the air to indicate that an adult is tall. • Positions arms and legs far apart to "catch" a big ball while sitting on the floor. • Finds the big doll when asked to do so. • Grunts before picking up an object that might be heavy.	**Possible Examples** • Makes repeated attempts to put different-sized trucks into a small tunnel. • Carries an empty purse with one hand, fills the purse with blocks, and then uses both hands to pick up the purse. • Pours water or sand back and forth between containers of different sizes.	**Possible Examples** • Gestures to indicate how big the family dog is, when asked. • Communicates, "This pumpkin is *so* heavy." • Communicates, "My braid goes down my back. It's long."	**Possible Examples** • Communicates, "Este es más largo," ["This one is longer," in Spanish] when placing train tracks side by side to check which is longer. • Chooses the bigger of two buckets when asked to bring the one that will hold more water. • Communicates, "Mine is taller," when building a block tower next to a peer's block tower.	**Possible Examples** • Arranges several leaves by size while outside on the playground. • Lines up several stuffed animals from smallest to largest, during pretend play. • Arranges five shapes on an electronic tablet from small to large by touching and dragging. • Puts four different objects on a balance scale, then lines them up from lightest to heaviest.	**Possible Examples** • Fills a measuring cup twice to add two cups of oatmeal during a cooking activity. • Uses a balance scale to find out which of two fruits is heavier. • Uses footsteps to measure the length of a rug and communicates, "This rug is 10 steps long!"

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

COG 5   **Measurement**   **COG 5**

COG 6: Patterning
Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Notices and responds to simple repeating sequences**	**Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions**	**Matches simple sequences that are seen, heard, or experienced**	**Attempts to create simple repeating patterns (with two elements)**	**Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern**	**Creates, copies, or extends complex patterns (with three or more elements)**
		Possible Examples • Watches intently and waves hands while adult sings "Open, shut them" song. • Makes "E" sound during a song of "E-I-E-I-O." • Watches another child hit drum twice, followed by adult hitting the drum twice.	**Possible Examples** • Pays attention to and attempts to follow the sequence as an adult claps, taps, claps, and taps. • Follows snack-time routines with reminders to wash hands, go to the snack area, and sit at a table. • Sings "E-I-E-I-O" and some animal sounds during the song "Old MacDonald's Farm."	**Possible Examples** • Lines up farm animals in the same order as a peer does. • Repeats series of actions of touching head, shoulders, knees, and toes during the song "Head, Shoulders, Knees, and Toes." • Repeats the refrain, "Brown bear, brown bear, what do you see?" as an adult reads from the book *Brown Bear, Brown Bear, What Do You See?*	**Possible Examples** • Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star. • Claps, stomps, and then repeats. • Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent).	**Possible Examples** • Continues a simple repeating pattern of drumbeats, started by an adult. • Builds a fence out of blocks, continuing the pattern begun by a peer: tall block, short block, tall block, short block. • Extends a simple repeating pattern of colors on a computer, using a touch screen.	**Possible Examples** • Adds cubes to continue red-yellow-blue pattern. • Makes up a rhythmic sequence by clapping, patting, and stomping. • Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating.

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

COG 6	Patterning	COG 6

COG 7: Shapes
Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Explores shapes of objects**	**Manipulates objects based on shape**	**Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them**	**Identifies or names several shapes in the environment (e.g., circles, squares, triangles)**	**Recognizes shapes when they are presented in different orientations or as parts of other objects**	**Describes several shapes and the differences between them**
		Possible Examples • Feels along the edges of a triangle. • Puts one or two rings on a ring stack. • Takes out a puzzle piece with a knob and tries to fit it back into a hole of the puzzle, before setting it back down on the table. • Moves along a line of a circle painted on the pavement in an outdoor play area.	**Possible Examples** • Puts a square-shaped puzzle piece into the correct hole of a form board. • Tries a variety of solutions to fit lids on boxes and other containers. • Puts a circle piece into the correct hole of a shape sorter.	**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.	**Possible Examples** • Points to a clock in the room when asked to find a circle during an "I Spy a Shape" game. • Communicates, "Ahora haré el triángulo," ["Next, I'll do the triangle," in Spanish] after placing a square in a puzzle. • Communicates, "My sandwich is a square," while holding up a sandwich at lunch. • Names "square," "circle," and "triangle" after exploring each shape piece with hands.	**Possible Examples** • Finds embedded shapes in a picture book, such as *Bear in a Square*. • Communicates that the face in a figure drawing is a circle. • Communicates, "It's an upside-down triangle," after noticing a yield sign.	**Possible Examples** • Communicates, "This one has a pointy part. This one is curvy," when examining a triangle and a circle. • Communicates that a triangle has three sides and a square has four sides. • Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.

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

COG 7 | **Shapes** | **COG 7**

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

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	Responds to sensory information by moving body or limbs to reach for or move toward people or objects	Uses sensory information to control body while exploring people, objects, or changes in the physical environment	Demonstrates awareness of major body parts by exploring their movement potential	Tries different ways to coordinate movements of large or small body parts	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces	Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
Possible Examples • Turns head in response to a light being turned on. • Quiets in response to an adult singing. • Responds to being touched on the cheek.	**Possible Examples** • Moves toward a familiar adult while being picked up. • Bats or kicks at a hanging mobile. • Turns toward, then grasps, a rattle being shaken. • Gazes at, then reaches toward, glasses on someone's face.	**Possible Examples** • Shifts body to stabilize it, in order to reach up toward an adult's face while sitting on the adult's lap. • Repositions body in order to manipulate levers and buttons on a busy box. • Dabs fingers in water before placing whole hand in. • Pats play dough with whole hand, then leans forward to roll it.	**Possible Examples** • Participates in songs or games requiring movement of specific body parts. • Moves arm up and down, with increasing momentum, to shake bells louder. • Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.	**Possible Examples** • Changes movements when dancing with scarves. • Starts and stops movements of different body parts during a freeze-dance game. • Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.	**Possible Examples** • Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones. • Raises knees high when following an adult marching. • Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor."	**Possible Examples** • 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.	**Possible Examples** • Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play. • Tries several different ways to move through sections of a new obstacle course. • Walks carefully after slipping on wet leaves or grass during a nature walk.

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

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

PD-HLTH 2: Gross Locomotor Movement Skills
Child shows increasing proficiency in fundamental *locomotor skills* (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Moves in basic and often involuntary ways	**Moves two or more body parts together, often with intention**	**Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom**	**Coordinates movement of whole body while upright, using support**	**Coordinates basic movements in an upright position without using support**	**Coordinates movements, in an upright position, that momentarily move whole body off the ground**	**Coordinates and controls individual locomotor movements, with some success**	**Combines and coordinates two or more locomotor movements together in effective ways, with some success**	**Combines a variety of locomotor movements and moves effectively across a range of activities**
Possible Examples • Turns head in response to stimulation or nourishment. • Turns head to seek source of stimulation or nourishment. • Responds involuntarily to a sudden loud noise or movement by extending arms and legs.	**Possible Examples** • Turns head and reaches for a toy. • Kicks at a mobile when lying on back. • Rolls from stomach to back or from back to stomach.	**Possible Examples** • Creeps or crawls toward a familiar adult. • Moves from lying down to a sitting position. • Moves by rolling body on the floor. • Moves by using arms to pull self forward.	**Possible Examples** • Takes steps sideways or forward while holding onto furniture. • Walks forward steadily while pushing a cube chair. • Pulls up to a standing position while grasping an adult's hands. • Stands up with support of a mobility aid, such as a walker.	**Possible Examples** • Walks forward with a wide base (legs farther apart) and arms held high. • Stands up from squatting, unassisted, after picking up a toy. • Walks with one object in each hand. • Moves forward on a flat surface, using a mobility aid, such as a walker.	**Possible Examples** • Runs with short, uneven steps with arms to the side. • Crouches down and jumps up, with heels barely coming off of the ground. • Hops with two feet leaving the ground momentarily.	**Possible Examples** • Runs with short strides, and sometimes has difficulty stopping. • Moves along a low balance beam or along the side of a curb, stepping sideways. • Navigates changes in surface and direction, using a mobility aid, such as a walker.	**Possible Examples** • 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.	**Possible Examples** • Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg). • Changes direction and stops quickly and easily while running. • Swings arms back and then forward in preparation for jumping. • Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.

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

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

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Moves in basic and often involuntary ways	Uses arms, legs, or body to move toward or reach for people or objects	Uses arms, legs, or body to engage in simple, repeated actions on objects	Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support	Manipulates objects, using one or more body parts, with limited stability	Manipulates objects, using one or more body parts, with stability but limited coordination	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements	Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities
Possible Examples • Kicks legs. • Extends arm. • Flexes foot.	**Possible Examples** • Kicks against a nearby object. • Rolls onto side, toward an object, while lying on a blanket. • Reaches toward a familiar adult, using both arms.	**Possible Examples** • Bangs a cup on a table. • Splashes in water. • Kicks table leg while seated for snack. • Moves to a ball, pushes it away, then moves toward it and pushes it again.	**Possible Examples** • Picks up and drops blocks while holding onto a low table. • Sits with legs apart and traps a rolling ball with arms. • Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container. • Crawls under table to retrieve a block; then crawls back out while holding the block.	**Possible Examples** • Raises arm to throw a beanbag without moving feet, but loses balance. • Approaches a stationary ball, stops, and pushes ball with foot, then steadies self. • Catches a ball while in a stationary position, using arms to bring it in and hold it against body.	**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.	**Possible Examples** • 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.	**Possible Examples** • 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.	**Possible Examples** • 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.

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

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

PD-HLTH 4: Fine Motor Manipulative Skills
Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks*

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Moves arms or hands in basic ways	**Uses arms or hands to make contact with objects in the environment**	**Grasps objects with entire hand**	**Grasps objects with fingers and thumb**	**Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects**	**Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body**	**Manipulates objects with 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**
Possible Examples • Curls fingers around an adult's finger. • Brings fist to mouth. • Makes small movements of arms and hands near the sides of body.	**Possible Examples** • Holds a stuffed toy against body. • Pulls an object closer, using a raking motion. • Pushes hands against an adult.	**Possible Examples** • Uses fingers and palm to grasp toys of different shapes or sizes. • Holds a stacking ring with full fist. • Holds a spoon with full fist while being fed by an adult with another spoon.	**Possible Examples** • Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb.	**Possible Examples** • Lifts a cup to mouth with both hands, but may spill some. • Scribbles back and forth on pavement with sidewalk chalk, using one hand. • Grasps and turns a doorknob, but may not have strength or coordination to open the door.	**Possible Examples** • Holds play dough with one hand while cutting it with a wooden knife. • Steadies a container of block accessories on lap while picking out the tree-shaped blocks. • Scoops sand into a container with one hand while holding the container with other hand.	**Possible Examples** • Uses scissors to cut out simple shapes (e.g., circle, square) on paper. • Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand. • Peels a banana or orange after adult starts the peel. • Buttons two to three large front buttons on a shirt.	**Possible Examples** • Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. • Starts the peel on a banana or mandarin orange. • Unfastens buckle on chest strap of wheelchair. • Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.	**Possible Examples** • Makes a necklace by stringing a variety of small beads with narrow holes. • Uses a computer mouse to draw details of a picture on a computer screen. • Rotates pencil within the hand to use the eraser when scribbling with a pencil. • Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.

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

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

PD-HLTH 4	Fine Motor Manipulative Skills	PD-HLTH 4

Glossary of Terms and Phrases Used in the DRDP (2015)

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

(California Department of Education. [2011]. *California Preschool Curriculum Framework, Vol. 2*, p. 286. Sacramento, CA: Author.)

Appears in VPA 1: Visual Art

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

(California Department of Education. [2008]. *Preschool Learning Foundations, Vol. 3*, p. 95. Sacramento, CA: CDE Press.)

Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: Documentation and Communication of Inquiry

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

(California Department of Education. [2010]. *California Preschool Learning Foundations, Vol. 2*, p. 62. Sacramento, CA: CDE Press.)

Appears in:
PD-HLTH 2: Gross Locomotor Movement Skills
PD-HLTH 3: Gross Motor Manipulative Skills

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).

(California Department of Education. [2010]. *California Preschool Learning Foundations, Vol. 2*, p. 62. Sacramento, CA: CDE Press.)

Appears in PD-HLTH 3: Gross Motor Manipulative Skills

Observes / 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.

(California Department of Education. [2008]. *Preschool Learning Foundations, Vol. 3*, p. 95. Sacramento, CA: CDE Press.)

Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: Documentation and Communication of Inquiry

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*.

(California Department of Education. [2008]. *Preschool Learning Foundations, Vol. 1*, p. 89. Sacramento, CA: CDE Press.)

Appears in LLD 8: Phonological Awareness

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/.

(California Department of Education [2008]. *Preschool Learning Foundations, Vol. 1*, p. 89. Sacramento, CA: CDE Press.)

Appears in LLD 8: Phonological Awareness

Appendix

The following resources provide additional information for use of the DRDP (2015)

Appendix A:
Requirements of the DRDP (2015) Assessment

	Early Learning and Care Division (ELCD) Programs	Special Education Division (SED) Programs

DRDP (2015) Views as of August 1, 2018	• The DRDP (2015) has the following views:
	  – Infant/Toddler Comprehensive and Essential views
	  – Preschool Comprehensive, Fundamental, and Essential views
	• Program administrators will determine which Infant/Toddler and Preschool views will be utilized.
	• Programs should use the same Preschool view for at least one school year in order to measure progress.
		• The Fundamental view is used for children with IFSPs and IEPs. The Comprehensive view is available for special educators as an instructional resource.

Which children are assessed	• All infants, toddlers and preschool age children receiving care in direct service programs, and other programs choosing to use a developmental assessment. • If a child receives services for less than ten hours per week, a DRDP assessment is recommended but not required.	• All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported to the CDE Special Education Division. • All preschool-age children (3 - 5-year-olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). • To be included in the fall assessment, children must begin services before **October 1**. • To be included in the spring assessment, children must begin services before **March 1**.
When children are assessed	Child assessments are completed within the first 60 days of enrollment and then at six month intervals thereafter. Programs wishing to assess more frequently may do so.	• Children are assessed twice a year, fall and spring. Plan to submit data by December 1 for the fall and June 1 for the spring assessment. • Assessment should be conducted at six month intervals. • Check with local administrators as to how, when, and to whom DRDP data will be submitted.
How children are assessed	All children are assessed with the DRDP (2015): • Children birth to three years of age are assessed with the Infant/toddler view • Children three to five years of age are assessed with the Preschool view	All children are assessed with the DRDP (2015): • Children birth to three years of age are assessed with the Infant/toddler view • Children three to five years of age are assessed with the Preschool view
Where to submit DRDP data	Assessment data is input to DRDP Online for secure data storage and to obtain psychometrically valid reports.	Submit data files to CDE/SED in one of two ways: • Into the SELPA's MIS that will upload to DR Access Data • Into the DRAccessReports secure data system to prepare data for SELPA upload to DR Access Data
How to obtain reports of results	Psychometrically valid reports are available upon entry of assessment data into DRDP Online.	• Psychometrically valid reports are available upon entry of assessment data from www.draccessreports.org • Coordination with local Management Information Systems is available. Contact reports@draccess.org, for assistance.

The DRDP (2015) will be administered in both the California Department of Education's Early Learning and Care Division (ELCD) programs and in Special Education Division (SED) early intervention and preschool programs. This table provides information about which children are assessed; and when, how, and where to submit the results of the DRDP (2015).

For more information:
• For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
• For CDE-funded Special Education programs: www.cde.ca.gov/sp/se/
• For ELCD Training and Technical Assistance: Desired Results for Children and Families Project www.desiredresults.us
• For SED Training and Technical Assistance: Desired Results Access Project www.draccess.org

Appendix B:
Resources for Assessing Children who are Dual Language Learners with the DRDP (2015)

The DRDP (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 young dual language learners. The introduction in the DRDP (2015) Assessment Manual provides information on completing the assessment with young children who are dual language learners. Keep in mind that young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. Communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains of the DRDP (2015).

The following resources will increase your knowledge and help you better complete the DRDP (2015) for young children who are dual language learners.

Organization	Resource Title	Resource Description	Web Address
From the California Department of Education	California's Best Practices for Young Dual Language Learners: Research Overview Papers	Two papers in this series are particularly relevant: "Assessment of Young Dual Language Learners in Preschool" focuses on the need for accurate and valid assessment of young dual language learners. It includes a decision tree for practitioners to determine in which language to assess young DLLs, a matrix of language and literacy assessment for use with preschool-age children, and a sample family interview protocol to learn about families' language practices. "Early Intervention and Young Dual Language Learners with Special Needs" addresses the language development of young dual language learners with special needs and key considerations when choosing the language for intervention.	www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf
From the California Department of Education	California Department of Education web pages:	• Understanding Dual Language Development • Assessing Young Dual Language Learners • English Language Development (ELD) Foundations • Supporting Dual Language Learners	desiredresults.us/dll/index.html
From the California Department of Education	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning; A Resource Guide, Second Edition.	This document, often known as the PEL Guide, provides research related to dual language learning and practices to support children's learning and development. It is available in Spanish and English, and also has an accompanying DVD titled "A World Full of Language."	www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf
From the California Department of Education	Assessing Children with Disabilities who are Dual Language Learners	This document provides guidance in assessing children with disabilities from linguistically diverse backgrounds with the DRDP (2015) including information on second language acquisition in young children, suggestions for communicating with children who are English Learners, and information about cultural influences on learning.	draccess.org/DLLGuidance.html

Organization	Resource Title	Resource Description	Web Address
From the Office of Head Start National Center on Cultural and Linguistic Responsiveness	Gathering and Using Language: Information that Families Share	One-third of the children in Early Head Start and Head Start are Dual Language Learners (DLLs). Recent research provides insights into dual language development and key ways to support children's progress.	eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll_background_info.pdf
From the Office of Head Start National Center on Cultural and Linguistic Responsiveness	Code Switching: Why It Matters and How to Respond (Workbook for Early Head Start/Head Start Programs)	This easy to use workbook defines and describes code switching. It identifies which children code switch and explains why code switching matters. It also includes numerous examples of how adults can provide strong language models for children when they code switch.	eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/code-switching.html
From the National Association for the Education of Young Children (NAEYC)	Screening and Assessment of Young English-Language Learners	Supplement to the NAEYC and NAECS/SDE Joint Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation	www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf
From the Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)	Development of Infants and Toddlers Who Are Dual Language Learners	This paper reviews empirical research about the development of infants and toddlers who are dual language learners (DLLs) looking at formation of attachment relationships; development of motor skills; the foundation for executive functioning skills to regulate behaviors; huge advances in detection, comprehension, and production of language; and many more developmental accomplishments.	fpg.unc.edu/resources/working-paper-2-development-Infants-and-toddlers-who-are-dual-language-learners
From the Council for Exceptional Children/ Division for Early Childhood (DEC)	YEC Monograph 14: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities	Considers contemporary perspectives about strategies to support young children who are dual language learners served in inclusive early childhood settings. Information included in this monograph will be immediately useful for practitioners and families and will demonstrate the value of thoughtfully and systematically approaching assessment, interventions, and services for the benefit of children who are dual language learners and their families.	www.dec-sped.org/sub-yec-mono-14
From the Educational Testing Service (ETS)	Enhancing Young Hispanic Dual Language Learners' Achievement: Exploring Strategies and Addressing Challenges	This education policy report explores issues related to improving instruction in programs serving preschool-aged children focusing on young Hispanic dual language learners. Assessment is addressed in the section titled: Improving Teachers' Practice through the Assessment of Young Dual Language Learners	onlinelibrary.wiley.com/enhanced/doi/10.1002/ets2.12045/

Appendix C:
Strategies for Observation and Documentation

The DRDP (2015) is administered through observation in natural settings by teachers and other service providers in the classroom or center and by family members in home and community settings. Observations are embedded into typical, ongoing routines and activities throughout the day. The process of observation requires planning in advance on the part of teachers and service providers. As you review the measures of the DRDP (2015), consider specific routines or activities during the day where you would be able to observe more than one measure or more than one child.

Strategies for Effective Observation

Observation should be ongoing throughout the year. The assessment windows for the DRDP (2015) provide a period of time to make sure teachers and service providers have sufficient documentation for each of the measures in time to submit DRDP data. To rate a child's behavior, teachers and service providers should use naturalistic, or authentic, observation strategies. Below are several key points to support naturalistic observations. You will find additional information about naturalistic assessment by viewing the short video, *What is Authentic Assessment* at draccess.org/guidancefordrdp. Many observation and documentation job aids can be found at desiredresults.us/teachers. You will also find a training DVD, *Getting to know You Through Observation,* at desiredresults.us/observation-resources that can be used by ELCD and other administrators to train staff.

Strategies for Effective Documentation

A variety of methods are available for recording information gathered through naturalistic observations, including:

- **Anecdotal Records** – An anecdotal record is a written note about what a child does or says during a typical or routine activity. Anecdotal records result in brief descriptions of the behavior observed.

- **Event recording (tallies)** – In event recording, the observer records each instance of the behavior being observed so that an indication of frequency is obtained. Usually this is done with tally marks but may also be recorded using a code such as "+" for correct and "-" for incorrect.

- **Checklists** – Checklists are lists of specific skills or behaviors that can be used during observation to check off the behaviors observed with a group of children.

- **Rating Scales or Rubrics** – Rating scales and rubrics are similar to checklists in that they include lists of behaviors but they also include additional descriptive information about the behavior such as how well, how frequently or how independently the behavior occurred.

10 Strategies for Naturalistic Observation

Know the instrument – Be familiar with the instrument, including the domains and measures being observed.

Observe naturally – Observe the child in the context of typical routines and activities, interacting with familiar people, in familiar places, and with familiar materials.

Observe objectively – Focus on what the child does. Be as objective and detailed as possible. Avoid using labels, qualitative descriptors, or stereotypic expectations that may bias your observations.

Observe strategically – Observe for skills that correspond to the DRDP measures and record your observations. You may be able to gather information on more than one measure during one observation.

Observe daily or routinely – When observations are part of the daily routines, children become accustomed to being observed and seeing notes being recorded.

Observe variety and consistency – Be aware of a child's overall performance, even when focusing on a single aspect of behavior. Observe the child over time and during different routines and activities.

Be specific and complete – Intentionally and purposefully record the specific details of what you actually observe as soon as possible. Details are important and might be easily forgotten.

Plan ahead – Plan for observations as part of weekly lesson planning. Plan to observe during activities that do not require your full assistance or plan for someone else to observe and document.

Allow time – Allow adequate time for the child to complete any task that he or she is engaged in even if it requires more time than one might expect.

Use appropriate adaptations – Ensure that appropriate adaptations as determined by the IFSP or IEP team are in place when observing the child.

- **Work Samples** – Documentation can also include the collection of 2- or 3- dimensional products that children have produced such as drawings, writing on paper or 3-dimensional constructions the child has made for example with play dough or other materials.

- **Videos or Photographs** – Cameras can be used to document observed behaviors of children through videos or still photographs.

Information on strategies for implementing the above documentation strategies can be found at: eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html

Consider the following for planning and collecting documentation:

- Choose methods of documentation that can be embedded into a program's environment, structure, and routines.
- Plan ahead for materials needed for documentation such as sticky notes or pre-printed labels with children's names for anecdotal records or clipboards with checklists or rubrics. Materials should be strategically located through out the classroom.
- Observe children's behaviors throughout the day and record documentation while observing.
- Date each piece of evidence for future reference.
- Collect documentation over time. Documentation over time strengthens the validity of ratings.
- Organize the documentation collected immediately after collecting it.
- Keep assessment information confidential. Store the DRDP materials, including notes, in a secure location to ensure confidentiality for each child.

Organizing Documentation

Portfolios: Portfolios are a helpful way of organizing information. ELCD programs are required to use a form of portfolio to organize documentation. Portfolios may contain anecdotal notes, children's work samples, photos of children's activities, audio or video recordings, and transcripts of the child's language. The portfolio methods selected should work well for the program.
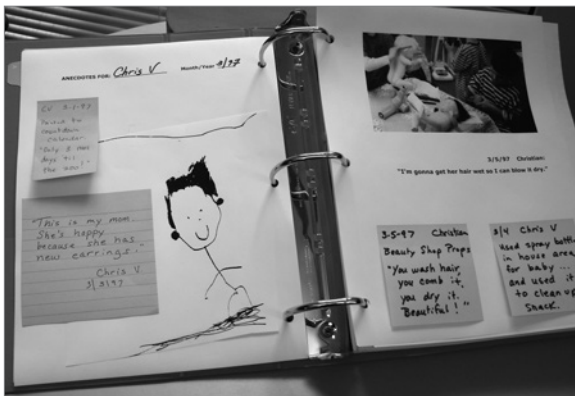
Electronic Portfolios: If notes are entered into a computer, an electronic portfolio can be produced to summarize the evidence. Please check with a local administrator for procedures regarding consent for photography and video.

Collaboration to Support Effective Documentation

A central goal for teachers and service providers who use the DRDP (2015) is to obtain measures of the child's developmental progress based on typical day-to-day behaviors. It is difficult to imagine one individual having access to all of the many learning opportunities that a child encounters throughout each day. Therefore, it is very helpful to seek input from individuals who have ongoing contact and who know the child well in order to obtain the most complete and accurate picture of the child's skills and abilities. It is important to consider how and when collaborating with others will support and help to inform the accurate rating of measures for the DRDP (2015).

Although direct observation of a child is the primary method used to inform ratings, other sources of evidence should be used to supplement observations. Gathering information from others who know the child well such as family members, caregivers, or other service providers often provides a wealth of additional information about a child's skills, knowledge, and behaviors. This also provides the additional benefit of observations across different settings. There are numerous ways that others can collaborate in sharing information such as written observations, conversations that focus on a child's development, or viewing short videos or recordings that illustrate a child's behavior in typical routines and activities.

Planning ahead can make the process of collaboration more helpful. Identify early on in your relationship with the child's family, who else might provide helpful information to assist in documenting their child's development. Make sure that the family is well informed about the purpose of the DRDP (2015) and the important role that they can play in sharing their observations about their child. With the family's permission, communicate with other individuals who know the child and strategize with them how they might be able to share information with you.

Communication is key to successful collaboration. *For a more detailed look at collaboration and the assessment process please refer to Appendix F.*

Appendix D:
Comprehensive Definitions of Adaptations to be Used with the DRDP (2015)

Adaptations are changes in the environment or differences in observed behavior that allow children with Individualized Family Service Plans (IFSPs) or 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 (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 (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 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.

Appendix E:
Resources for Working in Partnership with Families

A central goal of the DRDP is to identify a child's developmental progress based on typical, day-to-day behaviors. It is appropriate to seek input from individuals who have ongoing contact with the child and know the child well. Family members' descriptions of their child's behavior in the home or in community settings will help teachers and service providers know more about the child's behaviors across settings, particularly for those skills the child may not demonstrate routinely in the educational setting; and help teachers and service providers obtain more comprehensive information in order to make accurate ratings for the DRDP (2015).

Family members may participate in the DRDP assessment in a number of ways:

- Inform the child's teachers and service providers of the child's history for a more complete picture of the child.

- Share the skills they see their child using in typical activities, and might share these skills via stories, photos, drawings, observations, and/or video clips.

- Share the child's strengths, areas they wish to focus on, and areas of growth they observe.

- Become informed about the next steps in their child's development.

- Help determine which adaptations will help their child participate in everyday activities (for children with an Individualized Family Service Plans (IFSPs) or Individualized Education Program (IEPs)) and share with the team adaptations the child uses at home, at school, and in other settings.

Below are resources to assist families in knowing more about the DRDP (2015) and the skills assessed as well as resources to assist teachers and service providers in working as partners with families in the assessment process.

Resources for Families

Overview of the DRDP (2015) for Families:
draccess.org/OverviewOfDRDPaccessForFamilies.html
A document describing how the DRDP (2015) works for children, including those with IFSPs and IEPs; and how it benefits families, children, providers, and programs.

All About Young Children: allaboutyoungchildren.org
A website for families describing skills that help children learn including how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies. (Available in eight different languages.)

California MAP to inclusion and Belonging: cainclusion.org/camap/counties.html
The MAP Project website supports the inclusion of children with disabilities and other special needs ages birth to 21 in child care, after school and community settings. It includes links to resources on topics related to families and children with IFSPs and IEPs. The website contains a statewide interactive directory by county, of Family Resource Centers (FRC), Special Education Local Plan Areas (SELPA), Regional Centers, Head Start, and more for families of children with IFSPs and IEPs.

Desired Results for Children and Families, Information for Families brochure: desiredresults.us/content/families
A brochure describing the Desired Results System for families.

Watching My Child Grow: desiredresults.us/content/families
A DVD that describes the Desired Results Assessment System and its benefits for all children and families from the voices of parents. Call 1-800-770-6339 or visit the website.

Resources for Teachers and Service Providers

Family Engagement and Ongoing Child Assessment: eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-engagement-ongoing-child-assessment-eng.pdf
A document that addresses the perspectives of parents and program staff in the sharing of child assessment information through the formation of partnerships and suggests strategies for bringing those perspectives together.

The Role of Family Observations:
draccess.org/RoleOfFamilyObsv.html
A document describing the research findings that suggest parents' observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.

Supporting Children and Families Living in Homeless Situations

CDE Homeless Education website: www.cde.ca.gov/sp/hs/
The McKinney-Vento Act defines homelessness as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes individuals who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; who may be living in motels, hotels, trailer parks, shelters, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Homeless children and youths have the right to access the same free, appropriate public education, including public preschools, as provided to other children. The website above addresses these rights, and provides educational information and resources for families and educators.

Supporting Children in Foster Care

CDE Foster Youth Services website: www.cde.ca.gov/ls/pf/fy/

Children in foster care face significant barriers to positive educational experiences and academic achievement. A large percentage of children placed in foster care experience physical and emotional trauma as a result of abuse, neglect, separation from family, and impermanence. Although youth are placed in foster care for their safety, foster youth often do not find the security and stability they need through the foster care system. Most children who enter foster care have been exposed to many conditions that have undermined their chances for healthy development and learning.

On average, children who enter the foster care system have experienced more than 14 different environmental, social, biological, and psychological risk factors before coming into care, all impacting learning. These factors often include abuse and neglect, exposure to illicit drugs, and poverty. Once in foster care, they often experience other challenges to their well-being. They may be separated from their brothers and sisters, moved from one foster care placement to another, experience frequent changes in home placements or school placement, or caseworkers who may lack the resources to effectively advocate and plan for their best interests.

The California State Legislature recognizes that a high percentage of foster youth are working substantially below grade level, are being retained at least one year at the same grade level, and are becoming school dropouts. In response, the legislature declared that the instruction, counseling, tutoring, and provision of related services for foster youth be a state priority and mandated the Foster Youth Services Coordinating FYSC) Programs through California Education Code sections 42920–42925. The Program provides services to all foster children and youth attending schools in each county.

The website addresses foster children's rights, and provides educational information and resources.

For more information

- For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
- For CDE-funded Special Education programs: www.cde.ca.gov/sp/se/
- For ELCD Training and Technical Assistance: Desired Results for Children and Families Project at www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project: www.draccess.org

Appendix F:
Collaboration to Complete the DRDP (2015)

"The most valuable resource that teachers have is each other. Without collaboration our growth is limited to our own perspectives." – Robert John Meehan

Collaborating with Others Who Know the Child Well

Our understanding of young children is strengthened when we commit to partnerships with individuals, including family members, who know the child well and in different settings. Collaboration in gathering and sharing information is important because it affords us windows into a child's life and offers perspectives that enhance our understanding of a child's skills and behaviors. Identifying and communicating with the individuals who can collaborate on rating the measures of the DRDP (2015) is an essential step in this process.

Through collaboration, early educators and special educators each bring their skills and perspectives. Early educators contribute by providing a picture of the child in the context of a classroom setting. Special education providers contribute by identifying perspectives on a child's unique learning needs and specific understanding of a child's disability including materials that should be available and adaptations that should be in place. This lays the foundation for teachers and service providers to complement one another's work in assessing a child's skills and development. Shared information can build relationships that lead to joint decision-making not only about the assessment process but also about curriculum, instruction, supports, and services that teachers, providers and families make for individual children and groups of children.

Collaboration to share assessment observations and evidence for completing the DRDP (2015) is built on relationships and a commitment to ongoing communication. It is developed over time with an understanding of each person's role. Aim for multiple, informal strategies that can be used on a daily basis. Identifying mutual interests in supporting the child is important. Some questions that address joint interests include:

- What are the child's goals?
- What specialized equipment or adaptations are used?
- How will the goals be infused into the child's day and into learning activities?
- How will we know our strategies are working?

Collaborating with others in the assessment process is especially important in situations where the child is served by multiple providers. For example, a child may attend an early education program and also receive special education services, such as speech-language, occupational, and/or physical therapy. Early education teachers and special education providers can work hand-in-hand to complete the observations and DRDP (2015) ratings for children who are dually enrolled in both programs. How this collaboration will take place –

who will be involved and what roles each individual will play – will vary depending on the situation. Teachers and service providers have reported the following helpful strategies:

- sharing information, including observations, adaptations, curriculum and program goals, and IFSP outcomes or IEP goals
- providing anecdotal notes
- sharing work samples and portfolios
- reviewing reports of DRDP (2015) results together

Increasingly, teachers and providers are utilizing technology such as short video clips or recordings, with family permission, to share information and observations. The DRDP (2015) app helps teachers collaborate, as well as using technology such as email, phone conferences and free web conferencing platforms. Local policies on using devices should be followed and child information should not be sent via email.

The early education teacher and special education service provider responsible for completing the DRDP (2015) should each take the lead in partnering with others who work with the child. The general educator is responsible for entering DRDP data into DRDP Online. The special educator is responsible for reporting and entering the assessment data on children who have IEPs or IFSPs to the SELPA. However, except for data reporting, the assessment can be completed together by both educators, and a copy of the Rating Record held by each of them for their respective reporting. Suggestions to help get started working together include:

- Make an initial plan detailing areas to be observed directly and those areas in which others may have a more thorough knowledge of the child. The general education teacher can provide information on all domains. A speech-language therapist might inform measures in the Language and Literacy Domain. Families and special education providers including physical and occupational therapists are a good source of information for measures in the Physical Development and Health Domain.
- Contact the individuals who will collaborate to discuss the mutual goal of completing the assessment and to develop a plan for working together.
- Develop a timeline that is acceptable to all partners, including identifying deadlines and strategies to meet timelines.
- Collect any signature requirements for sharing child information from the family.
- Gather multiple perspectives and consider input from family and others who know the child during assessment.
- Determine when and how communicating about updates and results will occur.

Collaborating with Families

Gathering family perspectives about their child's development and behavior provides important and valid data, which is useful for making informed assessment decisions. Research suggests that family observations are reliable and valid and should be considered an essential component of a comprehensive assessment process. Inviting parents and other family members to share observations of their child's development and behavior is required for ELCD programs and is good practice in all early childhood settings and programs.

When families collaborate with teachers and service providers in sharing their observations about their child's behaviors in the home or in community settings, it provides a richer and broader view of a child. Information from families helps to identify skills and behaviors that the child may not demonstrate routinely in the educational setting. For example, a teacher or therapist may not regularly observe a child's dressing or other self-help skills. However, families have repeated opportunities to observe their child's self-help skills both over time and in different settings. Parent observations support more accurate reporting about a child's skills.

Strategies for gathering information from families include the following:

- Make sure that families understand the skills and behaviors described in the DRDP (2015) measures. Teachers and service providers understand expected sequences of child development and are trained about how items on the DRDP (2015) reflect these sequences. Parents might not understand fully the meaning of measures without explanations or examples. It may be useful to provide families with examples of the kinds of behaviors to look for or the routines and activities that might provide a context for a behavior. For example, rather than ask a parent to describe a child's grasping pattern, inquire about how a child picks up small pieces of cereal during mealtime.

- It is reasonable for the observations of parents and practitioners to differ across the range of behaviors being rated. A child's behavior during activities and routines that occur in the classroom setting may differ from the same child's behavior in activities and routines in home or community settings. Not all perspectives about children's behavior based on parent or practitioner observations will be congruent. Rather, aim for convergence or the pooling of perspectives from all who know the child and have had repeated opportunities to observe behavior in different settings.

The ongoing conversations that we have with family members during our typical interactions with them are rich opportunities for learning about their child. Leading a focused conversation with a family is particularly important to obtain information on measures that you have not had the opportunity to observe. During these conversations, *focusing on routines and activities* provides a very useful context for asking a family about their child's everyday learning opportunities and skills. The four steps in the resource listed below will guide you in planning and leading focused conversations with families to help complete the DRDP (2015). If this is the first DRDP (2015) assessment that you will be completing with a particular child, be sure that you have spent enough time getting to know the child by observing the child's skills during typical routines/activities and by having conversations with the family.

For more information

DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014

Developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for you.
www.dec-sped.org/recommendedpractices

Inclusive Planning Checklist

Provides suggestions for activities that should take place to ensure that high-quality integrated services are provided. From the Early Childhood Learning and Knowledge Center, Office of Head Start.
eclkc.ohs.acf.hhs.gov/children-disabilities/article/inclusion-planning-checklist-center-based-early-care-education

Leading Conversations with Families to Inform the DRDP (2015): Focusing on Families and Children's Everyday Routines and Activities

A four-step process that guides early interventionists in holding focused conversations with families in order to gather information for the DRDP (2015).
draccess.org/LeadingFocusedConversations.html

The Role of Family Observations in the Desired Results Assessment System

An overview of the research findings that suggest parents' observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.
draccess.org/RoleOfFamilyObsv.html

Desired Results Training and Technical Assistance Project

Website: www.desiredresults.us
Email: desiredresults@desiredresults.wested.org
Phone: (800) 770-6339

Desired Results Access Project

Website: www.draccess.org
Email: info@draccess.org
Phone: (800) 673-9220

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