California Department of Education
Child Development Division
Desired Results Developmental Profile—REVISED (DRDP-R)
Information Page
Preschool Instrument
(Age 3 to Kindergarten)

Child Information

1. Child's first and last name:

    _____

2. Child's birth date (mm/dd/yyyy): _____

3. Child's gender: ☐ M ☐ F

4. Child was first enrolled in the program on

    (mm/dd/yyyy): _____

5. Child's ethnicity (check all that apply):

    ☐ African American or Black   ☐ Hispanic or Latino
    ☐ Asian American   ☐ Native American or Alaskan Native
    ☐ Caucasian or White   ☐ Native Hawaiian or other Pacific Islander
    ☐ Other (specify): _____

6. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)?

    ☐ Yes   ☐ No   ☐ Don't know

7. How many hours per week is this child in your care?

    ☐ 9 or less   ☐ 31 to 40
    ☐ 10 to 20   ☐ More than 40
    ☐ 21 to 30

Observer Information

8. Agency name: _____

9. Your name: _____

10. Your title: _____

11. Did another adult assist you with evaluating this child?

    ☐ Yes (role/relation): _____
    ☐ No

12. Dates DRDPs were completed 1. (mm/dd/yyyy): _____

    2. (mm/dd/yyyy): _____   3. (mm/dd/yyyy): _____

For the following questions, check all that apply:

	English	Spanish	Other (specify):
13. Child's home language(s)?	☐	☐	_____
14. What language(s) do you speak with this child?	☐	☐	_____

15. If you do not speak the child's home language, did anyone assist you who does speak it?

    ☐ Yes (role/relation): _____
    ☐ No
    ☐ Not applicable – I speak the child's home language

DRDP Instructions for Observers

▸ Use this observational rating tool with preschool children from 3 years of age up to entry into Kindergarten.

▸ You should be the teacher or staff member who most frequently interacts with the child.

▸ Complete the Information Page before you begin your observations.

▸ Use daily summaries, anecdotal records, notes from your recent observations, and samples of work to help you complete the DRDP.

▸ **This DRDP can only be completed if the following two conditions are met:**

1. If the child attends the program at least 10 hours or more, each week.

2. Within 60 calendar days of enrollment and every 6 months thereafter.

Completing the Information Page

Child Information

1. Write the child's first and last name.

2. Write the child's birth date as mm/dd/yyyy (use this date format throughout).

3. Mark the child's gender.

4. Write the date that the child was first enrolled in the program. If there are multiple dates, write the earliest one.

5. Mark all the racial/ethnic categories that apply.

6. If the child has an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP), mark the type of plan provided. Mark "Don't know" if the child's status is still being assessed or if you cannot answer this question.

7. Indicate how many hours the child is in your care each week. Mark only one time range.

Observer Information

8. Write the full name of your agency.

9. Write your full name.

10. Write your job title (e.g., associate teacher, lead teacher, or master teacher).

11. If you received help in completing this DRDP from another staff member, family member, or other adult that interacts with the child, check "Yes" and indicate the relation of that adult to the child.

12. Each time you complete a DRDP for the child this year, record the date (i.e., the last day that you marked a developmental level or made a comment). CDD requires that a DRDP be completed for a child two times per year but you may elect to do a third.

13. Specify what languages are regularly spoken at this child's home.

14. Specify what languages you use when speaking with this child.

15. If relevant, provide the name of the person who speaks this child's home language and who assisted you in communicating with this child.

Completing the DRDP Instrument Pages

1. For each of the 39 measures, fill in or check the bubble that corresponds to the **highest developmental level** the child has mastered. Consider the information from the descriptors and examples to determine the child's mastery level.

   ▸ The **descriptors** define the behaviors expected for each level.

   ▸ The **examples** provide a sample of possible behaviors you might observe for each level.

   ▸ A level is **MASTERED** if the child typically demonstrates the behaviors in that level's descriptor. Behaviors are considered typical if the child demonstrates them:

   ▷ Easily and confidently

   ▷ Consistently over time

   ▷ In different settings

Completing the DRDP Instrument Pages *(continued)*

Note: A child may occasionally behave at a higher or lower level, but mainly demonstrates behaviors representative of one level.

▸ If a child has not mastered the first developmental level on a measure, mark the 'Not yet at first level' bubble below the first descriptor.

2. You may use the space at the bottom of the page to write your evidence for the rating you gave and provide references to other documentation.

▸ **Write about what you observed** the child doing that demonstrated mastery at the level you marked.

▸ Include any **references to your notes and records** for this child; notes made by others, such as parents or other caregivers; the child's portfolio; or another developmental assessment.

3. If the child is emerging to the next level, please indicate this by marking the "Yes" bubble provided at step #3 at the lower right of the page. Use the bottom section of the page to document any evidence of emerging behaviors.

▸ A child may be **EMERGING** to the next level by showing behaviors from the next developmental level, but that are not yet typical or consistent.

Note: If the child is rated at the highest developmental level, you cannot rate the child as emerging to the next level

4. In the rare circumstances that you find yourself unable to rate a measure, use the bottom section of the page to describe in detail why you were not able to rate the measure.

Note: If you wish to provide **comments** about your experience completing the DRDP or suggestions to improve it, you may do so on the back of each page.

Desired Results Developmental Profile—REVISED (DRDP-R)

Table of Contents — Preschool Instrument (Age 3 to Kindergarten)

Measures are numbered consecutively, with one full page provided for each measure. Measure numbers appear at the bottom left corner of each page in place of a page number. The Measure title and Indicator abbreviation also appear at the bottom of each page.

▶ **Measure 1: Identity of self**

Definition: Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others

1. **Mark the highest developmental level the child has mastered.**

Exploring ◯	Developing ◯	Building ◯	Integrating ◯
Shows recognition of self as individual, recognizing own name and names of familiar people	**Describes self or others in terms of basic physical characteristics**	**Describes self and others in terms of preferences**	**Accurately compares self to others**
◯ Not yet at first level			

Examples

▸ Communicates own name to someone else, *"I am Margo."*	▸ *"My hair is red!"*	▸ *"I like red hair."*	▸ *"My hair is red, but she has brown hair."*
▸ Gestures with excitement when own name is used in gesture song.	▸ *"I'm big!"*	▸ *"David likes crackers."*	▸ *"I like to eat peanut butter. My mommy likes cheese."*
▸ Points to peer and communicates his name, *"That is Jackie."*	▸ Says, *"I am four,"* or shows four fingers to indicate age.	▸ *"I like to jump rope."*	▸ Noticing a friend's shoes, says, *"We both have sandals on today!"*
▸ Refers to adult by name or special gesture.	▸ *"Tami has long hair."*	▸ *"I like the play dough. It is nice and warm."*	▸ *"My daddy took us to the beach. I got in the water, but my sister didn't."*
▸ Refers to things as *"mine"* or *"Daddy's."*			

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ◯

4. **If you are unable to rate this measure, explain why.**

Measure 1 | **Identity of self** | **SELF 1** (of 2)

▸ **Measure 2: Recognition of own skills and accomplishments**
Definition: Child evaluates and takes pleasure in own ability to perform skillfully

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Shows interest and/or pleasure when someone reacts to something he or she has done	**Characterizes self positively in terms of specific activity that he or she is doing or has just finished**	**Characterizes positively own skills involved in doing a task**	**Characterizes self positively in terms of generalized ability or skills**

◯ Not yet at first level

Examples

▸ When an adult tells the child she completed a really tall block tower, the child smiles with joy.	▸ *"I'm making a really big tower."*	▸ *"I can kick the ball hard."*	▸ Demonstrates to another child how to kick a soccer ball.
▸ Joins the adult in clapping with pleasure after completing a challenging task.	▸ *"Look what I made!"*	▸ After helping with cleaning, says, *"We are good helpers."*	▸ *"I am really good at building things."*
▸ When an adult comments about the child's work on a puzzle, child smiles and continues to work.	▸ *"I cleaned up with the sponge!"*	▸ Shows another child some ways he knows to make a block tower more stable.	▸ *"I can help other kids on the computer."*
	▸ Says, *"We DID it!"* after finishing a puzzle with a friend.	▸ After doing a puzzle with other children, says, *"First we look for the corner pieces—that's how we do it!"*	▸ *"I am good at drawing."*
	▸ Points or gestures with delight at a completed class mural.	▸ Shows or describes efforts at writing a letter or own name.	

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯

4. If you are unable to rate this measure, explain why.

Measure 2 **Recognition of own skills and accomplishments** **SELF 2** (of 2)

▽ **Desired Result 1:** Children are personally and socially competent
▽ **Indicator: SOC** — Preschoolers demonstrate effective **social and interpersonal skills**

Preschool

▶ **Measure 3: Expressions of empathy**
  Definition: Child shows awareness of other's feelings and responds to expressions of feelings in ways that are increasingly appropriate to the other per-

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Shows awareness when others are unhappy or upset	**Offers simple assistance when he or she thinks it is needed—even if not really needed**	**Accurately labels own and others' feelings**	**Uses words or actions to demonstrate concern for what others are feeling**

⬭ Not yet at first level

Examples

▸ Watches to see if an adult will come to help a child who is upset.	▸ Pats or hugs a child who is upset.	▸ Draws picture representing child who is upset and makes a sad face herself.	▸ Asks child, *"Why are you crying?"* When told he misses his mommy, says, *"Don't worry, your mommy will come back soon."*
▸ Moves next to or away from a child who is showing distress.	▸ Points out a child who needs assistance to an adult.	▸ *"Maria is smiling—she is happy today."*	▸ Puts arm around a child who is standing alone and says, *"I'll be your friend. Want to play with me?"*
▸ Stops own play and looks at the child who is crying.	▸ Offers own special toy or comfort object to a child who is showing distress.	▸ Points out a picture in a book of someone who looks mad.	▸ Goes to a child whose tower fell down and says, *"I'll help you build it again."*
		▸ *"Fabio is scared of thunder."*	

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭
4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 1:** Children are personally and socially competent
▽ **Indicator: SOC** — Preschoolers demonstrate effective **social and interpersonal skills**

Preschool

▶ **Measure 4: Building cooperative relationships with adults**
Definition: Child interacts with adult in ways that become increasingly cooperative, including sharing, joint planning, and problem solving

1. **Mark the highest developmental level the child has mastered.**

Exploring ◯	Developing ◯	Building ◯	Integrating ◯
Seeks interaction with familiar adult for company, help, or comfort	**Attempts to establish a relationship with an adult by cooperating and interacting**	**Seeks to share experience or get information from adults**	**Works cooperatively with an adult to plan and organize activities and to solve problems**

◯ Not yet at first level

Examples

▸ Says to an adult, *"I need help."*	▸ Says to an adult, *"I cleaned up the blocks like you asked."*	▸ Says to an adult, *"Guess what I saw yesterday?"*	▸ Says to an adult, *"I can help you set the table for snack."*
▸ Repeats an action that a familiar adult found funny at an earlier time.	▸ Seeks out a familiar adult to play a game with him.	▸ Goes to an adult with a question that she cannot answer independently.	▸ Cooperates with an adult to find a way to bring water to the sandbox.
▸ Asks the adult sitting next to her to tie her shoes.	▸ Asks an adult to help with something she may be able to do by herself.	▸ Asks an adult why other child is not going outside.	▸ Interacts with an adult to solve a problem he's having with a puzzle.
▸ Asks the adult to get something he or she cannot reach.	▸ Often works and plays on own, but spends some time every day checking in with or cuddling with familiar adult.	▸ Talks to an adult about things that interest him or her.	▸ Plans an art activity with an adult.

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ◯
4. **If you are unable to rate this measure, explain why.**

▸ **Measure 5: Developing friendships**
Definition: Child forms increasingly closer relationships with specific peers, sharing experiences and activities

1. **Mark the highest developmental level the child has mastered.**

Exploring ◯	Developing ◯	Building ◯	Integrating ◯
Interacts with another child side-by-side as they play with similar materials	Names another child as a friend or seeks out a particular child with whom to play	Engages in social games and pretend play with a particular child	Prefers to play with a particular child who also expresses preference for him or her

⬭ Not yet at first level

Examples

▸ Plays with blocks next to Jose, who is also playing with the blocks. ▸ Hands another child a toy that he or she is looking for. ▸ Hands a bucket to a child sitting next to him or her in the sandbox.	▸ Says, *"Jose is my friend."* ▸ Stands next to the same child for group walks. ▸ Frequently chooses to sit with a particular child at lunch.	▸ Builds pretend city with Jose using blocks. ▸ Spends free playtime with particular child or children, pretending to be members of a family. ▸ *"I like baking with Donna."*	▸ Asks Jose, *"Do you want to play with blocks or puppets?"* and plays the activity Jose chooses. ▸ Has at least one close friend, with whom he or she shares a variety of games and activities. ▸ *"Emma and I like to play together."*

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ◯
4. **If you are unable to rate this measure, explain why.**

▸**Measure 6: Building cooperative play with other children**
Definition: Child interacts with other children through play that becomes increasingly cooperative and oriented towards a shared purpose

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Interacts with other children side-by-side as they play with similar materials	**Engages with another child or children in play involving a common idea or purpose**	**Shows preference for particular playmates, but plays cooperatively with a variety of children**	**Leads or participates in planning cooperative play with other children**
◯ Not yet at first level			

Examples

▸ Plays blocks side-by-side with other children.	▸ Plays with blocks with another child.	▸ Plays in blocks area with whomever happens to be there, then moves on to play with particular playmates on the climbing structure.	▸ Successfully organizes playmates to build a city out of blocks.
▸ Hands another child a toy that he or she is looking for.	▸ Plays in sand to build a castle with several other children.	▸ Gets along easily with various playmates in different parts of the room or playground.	▸ Participates in pretend play with peers, following the agreed-upon roles.
▸ Hands a bucket to a child sitting next to him or her in the sandbox.	▸ Joins another child to help look for a lost toy.	▸ Participates in short pretend play with several peers, but mostly interacts with one of them.	▸ Successfully helps to negotiate where and how a small group of children can play.
			▸ *"We can make one big spaceship with the LEGOS. Want to try?"*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯
4. If you are unable to rate this measure, explain why.

▸ Measure 7: Conflict negotiation

Definition: Child learns how to understand the needs of other children and to negotiate constructively within the constraints of social rules and values

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Asserts self using facial expression, words, or actions in conflict situations, but needs an adult to suggest resolutions	**Starts to use appropriate words and actions to express own desires and, when needed, seeks adult help to resolve a conflict**	**Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs**	**Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions**
⬭ Not yet at first level			

Examples

▸ Expresses that she wants another child's trike and needs adult redirection so she does not try to take it. ▸ When another child tries to take a toy, pulls the toy back or protests, needing an adult to suggest a solution. ▸ Needs adult to offer a way to join in other children's play without disturbing their game.	▸ Seeks out adult and indicates that another child won't give her a turn on the trike. ▸ Says or indicates to another child, *"You are on my rug."* ▸ When she wants to play with trucks and all the trucks are being played with, goes to an adult and indicates that she needs a truck.	▸ *"I need a turn on the trike. Let me use it."* ▸ *"I want to play on the computer. When will it be my turn?"* ▸ When he wants to play a game for four children and all the spots are taken, signals or asks another child if he can take his place.	▸ *"OK. I can use the trike for five minutes, then you can use it for five minutes."* ▸ Brings an egg timer over to a group waiting for turns on the computer. ▸ When children are crowding and pushing at the water table, the teacher says, "What's happening here?" Someone says, *"It's too crowded."* Child says, *"Okay, I will leave"* and leaves.

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭

4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 1:** Children are personally and socially competent
▽ **Indicator: SOC** — Preschoolers demonstrate effective **social and interpersonal skills**

Preschool

▸ **Measure 8: Awareness of diversity in self and others**
Definition: Child acknowledges and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Shows awareness of physical differences in others	Identifies physical differences and similarities between self and others	Expresses awareness of differences and similarities between self and others, such as language, culture, or special needs	Demonstrates an understanding of inclusion or fairness through actions or words

⬭ Not yet at first level

Examples

▸ Shows interest by touching the hair of a child whose hair color or texture is different from his or her own.	▸ *"I have a long ponytail, and she has a short one."*	▸ *"Juana speaks Spanish. I speak English."*	▸ Uses gestures and actions, such as pointing or waving, to include children who speak another language in a play activity.
▸ Shows curiosity about a new child whose physical features are different from his or her own.	▸ *"Sonya and I both have brown eyes."*	▸ Tries to imitate sounds of language unfamiliar to him or her.	▸ Gets out a puzzle that has large knobs on it for a younger child or child with a special need.
▸ Shows interest when another child speaks another language.	▸ *"I'm a girl, and Tony's a boy."*	▸ Shows interest in another child's food or eating habits that are different from his or her own.	▸ Moves toys out of the way to make a clear path for a child in a wheelchair.
	▸ *"You are big, and I am little."*	▸ *"Why can't Johnny eat peanut butter?"*	▸ Explains what a teacher said to a child who did not understand.

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ◯
4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 1:** Children are personally and socially competent
▽ **Indicator: REG** — Preschoolers demonstrate effective **self-regulation** in their behavior

Preschool

▸ **Measure 9: Impulse control**
Definition: Child develops strategies for regulating responses in increasingly socially appropriate ways

1. Mark the highest developmental level the child has mastered.

Exploring ◯	Developing ◯	Building ◯	Integrating ◯
Accepts active adult guidance and support to stop self from acting impulsively on desires or needs	**Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support**	**Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help**	**Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively**
◯ Not yet at first level			

Examples

▸ When adult says she has to wait to use the easel, may show frustration but accepts an alternative activity.	▸ Goes to the lunch table when adult says it's lunchtime, but needs to be reminded to wait for the food to be passed to him.	▸ Goes to adult for help when feeling frustrated about a child who will not give up the computer.	▸ When unable to use the computer, finds another activity of interest until computer is available.
▸ When it is time to move from one activity to another, often needs direct adult guidance to do so.	▸ Waits impatiently for toy, but does not grab it from other child.	▸ When another child has the toy she wants, offers a different toy in exchange, or says, *"OK, I will wait until you are done."*	▸ When other children want to play with a set of markers she wants, offers a strategy such as, *"Hey guys, we can each use one of the markers. I choose this one."*
▸ Needs adult to offer a way to join in other children's play without disturbing their game.	▸ When adult says he or she cannot go outside to play now, child becomes upset but does not cry or act out.	▸ Asks an adult to read a book, then looks at the book while waiting for adult to come.	▸ *"I told Aurelio he can use the scooter in five minutes!"*
			▸ When the playhouse is full, says to an adult, *"Can you call me when I can play in the playhouse?"* then goes to the water table.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯
4. If you are unable to rate this measure, explain why.

▽ **Desired Result 1:** Children are personally and socially competent
▽ **Indicator: REG** — Preschoolers demonstrate effective **self-regulation** in their behavior

Preschool

▸ **Measure 10: Taking turns**

Definition: Child develops increased understanding of taking turns and begins to propose strategies for taking turns

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Needs adult prompting or support to wait for turn	**Uses adult-structured turn-taking procedures, including rules and cues**	**Demonstrates knowledge of turn-taking rules and procedures and abides by them most of the time**	**Routinely proposes turn-taking as a solution to conflicts over materials and equipment**
⬭ Not yet at first level			

Examples

▸ When all the easels are being used, follows an adult's request to work at the art table until an easel is available. ▸ Goes with several other children to wash his hands and waits his turn when asked to by an adult. ▸ When another child tries to take a toy, he pulls the toy back or protests, needing an adult to suggest a solution.	▸ Accepts that her turn on the easel is over when she finishes one picture. ▸ Takes ticket or puts name card in a pouch or on a list. ▸ Accepts a timer or hourglass to determine start and end of a turn.	▸ *"We each get a turn to paint."* ▸ Accepts the rule when another child says, *"The rule is each kid gets five minutes."* ▸ *"No cutting in line."*	▸ *"He paints first, then me, then you."* ▸ When several children want to play with the basketball, says, *"Let's take turns."* ▸ Reminds other child to take a ticket and wait for his turn on the trike. ▸ *"Justin can wash his hands first."*

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ◯
4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 1:** Children are personally and socially competent
▽ **Indicator: REG** — Preschoolers demonstrate effective **self-regulation** in their behavior

Preschool

▶ **Measure 11: Shared use of space and materials**
Definition: Child develops the ability to share with others and initiates sharing of space and objects

1. Mark the highest developmental level the child has mastered.

Exploring ⬭	Developing ⬭	Building ⬭	Integrating ⬭
Tries to keep control over space and materials he or she is using	**Maintains control of materials or space that he or she cares about, but allows others to use the rest**	**With adult prompting, shares with another child material or space he or she is using or wants to use**	**Without adult prompting, invites others to share materials or space he or she is using**
⬭ Not yet at first level			

Examples

▸ Keeps all the crayons near her even if only using one or two colors.	▸ Lets another child use some crayons, but moves the colors he wants close by.	▸ Hands a triangle to another child when asked to do so by the teacher.	▸ While coloring with crayons, offers a crayon to another child.
▸ Keeps the favorite cookie cutter to use with the play dough, even if he is not using it at the time.	▸ Lets another child take a book from a pile next to her, but holds onto a few that she particularly likes.	▸ When asked to move so another child can have room, does so.	▸ Asks another child to look at pictures in a book with him.
▸ When playing at the sand table, tries to keep all the cups.	▸ Has a conflict with another child over dolls in the house area, but complies when an adult asks that each of them pick <u>one</u> doll to play with.	▸ When adult asks who will share the play dough, offers to share.	▸ When another child comes to the dramatic play area, asks, *"Do you want to be the mommy?"* or says, *"You can sit here."*
▸ Thinks the red cape is his and gets upset when he sees somebody else wearing it.		▸ Shares the bike when a teacher tells him that another child is waiting for a turn on the bike.	▸ Splits his play dough into three even parts to share with others.
			▸ Invites another child to play with the dinosaurs, acting out what the dinosaurs are doing.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

Measure 11   **Shared use of space and materials**   **REG 3** (of 3)

▽ **Desired Result 1:** Children are personally and socially competent
▽ **Indicator: LANG** — Preschoolers show growing abilities in **communication and language**

Preschool

▸ **Measure 12: Comprehends meaning**
Definition: Child receives, understands, and responds to oral language that uses increasingly complex words, phrases, and ideas

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Understands the meaning of simple words, phrases, stories, and songs	**Understands more complex words and phrases* in conversations, stories, and learning activities** ***Includes words that tell location, color, body parts, noun and adjective combinations, and basic grammatical units**	**Understands language that refers to imaginary, past, or future events**	**Understands language that describes how and why things happen**
⬭ Not yet at first level			

Examples

▸ Asks simple questions or makes simple comments after hearing a story. ▸ Produces words and phrases that are part of familiar stories and songs. ▸ Responds to simple questions or requests by an adult that are about objects, people, and actions in the immediate environment. For example: ▸ "Nap time! Could you pass out the blankets, please?" ▸ "Do you have a dog?" ▸ "What is that?" ▸ "Where is Chuy?"	▸ Responds appropriately to statements, questions, or requests that include more complex words and phrases, such as: ▸ "Please go and sit next to Juana." ▸ "Please get a blue car." ▸ "Raise your arms up high." ▸ "Where are the big paint brushes?" ▸ Responds appropriately to adult statements that include basic grammatical units, such as, **plurals**, **pronouns**, **contractions** (he'd; we'll), **possessives** (Helen's), **past and future verb tense** (moved; will move).	▸ During a classroom activity about what grown-ups do, communicates ideas about what he or she might want to do as an adult, such as driving, working, etc. ▸ When an adult is reading "The Very Hungry Caterpillar" and asks what might happen next in the story, says, *"The caterpillar will eat more."* ▸ Understands that a field trip planned for next week is going to happen in the future. ▸ Responds to requests to describe events that happened in the recent past, such as, "Tell Mary about the trip we had to the zoo last week."	▸ Responds to open-ended questions requiring elaboration or explanation, such as: ▸ "Why did Tiny Tim get sick?" ▸ "Do you think it was OK for Goldilocks to go in the three bears' house like that? Why?" ▸ "How do plants grow out of seeds?" ▸ "How do firefighters help people when there is a fire?" ▸ "What would happen if…?" ▸ Follows and participates in discussions about situations she never experienced directly, such as how caterpillars become butterflies.

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭
4. **If you are unable to rate this measure, explain why.**

Preschool

▸ **Measure 13: Follows increasingly complex instructions**
Definition: Child understands and responds to increasingly complex directions and requests

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Understands one- and two-step instructions and requests about familiar routines	**Understands one- and two-step instructions and requests about unfamiliar routines or unrelated events**	**Understands three-step instructions and requests that are part of a familiar routine**	**Understands three-step instructions and requests that are about a new or unfamiliar situation**

⬭ Not yet at first level

Examples

▸ Understands when an adult says:	▸ Understands when an adult says:	▸ Understands when an adult says:	▸ Understands when an adult says:
▸ "Let's put the paints away. It's clean-up time."	▸ "Put the cards away and then bring me your leaf picture, please."	▸ "Please go ahead and finish your painting, then wash your brush and hang up your picture."	▸ "Fold your paper like this, open it up, and paint just in the middle part."
▸ "Please give Juan the crayon."	▸ "Please give the truck to Eli and then go get a book with dogs in it."	▸ "Push your chair in and put away your book, and then please go wash your hands."	▸ "Please put some more chairs on the rug and make a chair circle, then put your book on one of the chairs."
▸ "Please take off your jacket and put it in your cubby."	▸ Follows simple instructions when learning a new game, such as:	▸ "If you want to play trains with Celia, go get a train and ask her if you can put it on the track with hers."	▸ "You may go outside to play, but please find Jess first and give him this box."
▸ "Let's try it! Clap your hands and stomp your feet."	▸ "In this game, you tag one of the children in the circle and then run around the circle."		
▸ "Please clean up the block area and sit on the rug."			

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭

4. **If you are unable to rate this measure, explain why.**

▶ **Measure 14: Expresses self through language**
Definition: Child uses language to communicate with increasingly complex words and sentences

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Produces phrases and simple sentences that communicate basic ideas and needs	**Uses three- to five-word sentences that contain nouns, verbs, and recently learned vocabulary**	**Uses words that are relatively precise and makes longer sentences by connecting shorter sentences**	**Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict**

⬭ Not yet at first level

Examples

▶ Produces simple, understandable phrases and sentences, such as:
  - ▶ *"I want mommy."*
  - ▶ *"For you."*
  - ▶ *"More crayons."*
  - ▶ *"I like dogs."*
  - ▶ *"Lila is sick."*
  - ▶ *"Climb over."*

▶ Sentences at this level include ones that use:
  - ▶ Negative forms—*"She won't go,"* or *"This isn't a butterfly."*
  - ▶ Linked nouns and adjectives—*"I see a brown ball,"* or *"This is my green hat."*
  - ▶ Past tense (walked, went) and future tense (will walk) verbs.
  - ▶ Possessive pronouns (your, his) and articles (a, an, the).
▶ Uses newly learned vocabulary in sentences and phrases—*"That's an engine,"* or *"He's important."*

▶ Produces longer, more complex sentences, such as:
  - ▶ *"I went outside with Bobby, but he left."*
  - ▶ *"Are those Lu's crayons, or can I use them?"*
  - ▶ *"I brush my teeth every day, in the morning and before I go to bed."*
▶ Uses new vocabulary words and asks what words mean.
▶ Uses words for categories to name groups of objects, such as desserts, vegetables, or clothes.

▶ Uses more complex language that may include:
  - ▶ Describing imaginary things—*"Dragons don't need bikes because they can fly. If a dragon wants to ride a bike, it needs a really big bike!"*
  - ▶ Reasoning about events—*"Maybe he was angry."*
  - ▶ Problem solving—*"You can use this dark green marker or ask Sally if you can borrow the olive green one."*
  - ▶ Predicting—*"If we finish early then we will have more time to play outside."*

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭

4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 1:** Children are personally and socially competent
▽ **Indicator: LANG** — Preschoolers show growing abilities in **communication and language**

Preschool

▸ # Measure 15: Uses language in conversation
Definition: Child engages in increasingly extended conversations following the appropriate social use of language

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Communicates with others, using language for basic purposes, such as requesting, refusing, describing, and answering questions	**Has short conversations**	**Has extended conversations about real or imaginary experiences**	**Has extended conversations that build on emotions, ideas, and information shared with the other person**
⬭ Not yet at first level			

Examples

▸ Uses language to: ▸ Make simple requests—*"I want more juice."* ▸ Refuse—*"I don't want that."* ▸ Describe things—*"It has a long tail,"* or *"That is funny."* ▸ Ask simple questions—*"Can I have a ball?"* ▸ Answer simple questions—*"It's in the box."*	▸ Engages in short conversations such as: ▸ Andre: *"That's my ball."* Jordan: *"I want that one."* Andre: *"The blue one is mine."* Jordan: *"Well, I'll play with this green one."* ▸ Child: *"I made a picture."* Adult: *"I like it."* Child: *"That's my mom and that's my sister."* ▸ Adult: *"What did you do over the weekend?"* Child: *"I went to Susie's house."* Adult: *"What did you do there?"* Child: *"We played in the sprinkler."*	▸ Engages in longer conversations, sharing experiences, such as: ▸ Child: *"I am getting a pretend vacuum cleaner."* Adult: *"From your dad?"* Child: *"No, I am going with my aunt Joyce."* Adult: *"Is she visiting you?"* Child: *"She's staying until my birthday."* ▸ Jose: *"I am making cake."* Karl: *"Is it chocolate?"* Jose: *"Yes, and marshmallow."* Karl: *"Can I taste it?"* Jose: *"No, it's not ready."* ▸ Child: *"I'm a bunny!"* Adult: *"Why are you a bunny?"* Child: *"Because I have long ears and a fluffy tail."* Adult: *"Oh yes, I see."* Child: *"...and I'm eating a carrot."*	▸ Engages in extended conversations, clearly sharing own thoughts, such as: ▸ Child: *"I want to make a picture for my grandmother."* Adult: *"Is it her birthday?"* Child: *"No, she is just coming tomorrow, and I want to make a surprise."* Adult: *"What do you want to draw?"* Child: *"I want to draw me and my dog. His name is Chocolate, because he's all brown."* ▸ Picks up on a topic or information introduced by the other. For example: ▸ Fernanda: *"Yesterday I got my brother's bike, because he is too big for it."* Lucy: *"My sister is too big for her bike too."* Conversation continues.

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭

4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: LRN** — Preschoolers show interest, motivation, and persistence in their approaches to **learning**

Preschool

▶ Measure 16: Curiosity and initiative
Definition: Child pursues knowledge or understanding of new materials or activities

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Shows interest in new materials or activities by intently watching others and/or handling the materials	Actively engages with new materials or activities by asking questions and performing simple investigations	Uses a variety of strategies to learn more about objects or activities of interest	Puts materials or objects together in new and inventive ways to learn what will result or to create something

⬭ Not yet at first level

Examples

▶ Watches adult pick up paper clips with the magnetic wand.	▶ Asks how to use the magnetic wand—*"What do you do with that?"*	▶ Uses magnetic wand to pick up different objects around the room.	▶ Combines bristle blocks with LEGOS to make a structure.
▶ Looks at or picks up new materials in the science or art area.	▶ Squeezes glue bottle and watches glue come out.	▶ Looks at child building something, then tries to build the same.	▶ After watching other children make a road in the sand with the shovels, tries to make a road using his hands or blocks.
▶ Watches an adult and peers building a road in the wet sand.	▶ Pours water into sand and watches how much water a hole will hold.	▶ Asks questions about how to play a simple new board game and tries to play.	▶ Mixes different color combinations, like blue and yellow or red and blue.
▶ Plays with paint using hands and brushes.	▶ Pours water from a pitcher while putting her hand over spout.	▶ Goes to a science table and examines a prism to figure out how it makes the light change.	▶ On own initiative, gathers materials and makes a duck puppet using yellow paper, scissors, wooden sticks, and glue. Says, *"See teacher Maria, I made my puppet."*
		▶ Uses a magnifying glass to look at a caterpillar.	

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

▸ **Measure 17: Engagement and persistence**

Definition: Child persists in understanding and mastering a self-selected activity, even if challenging or difficult

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Continues self-selected activities on own for a while, but needs help and reminders to keep doing activities requested by another person	**Continues self-selected activities on own even in a distracting environment**	**Usually works through difficulties encountered in activities**	**Returns to challenging or multi-step activities**
⬭ Not yet at first level			

Examples

▸ Strings large beads, removes them from the string, and then strings them again.	▸ Completes a puzzle even though another child has started to play with a noisy toy nearby.	▸ Works at completing a challenging puzzle, even if having trouble finding the right pieces.	▸ Works over a number of days on adding to a structure he is building in the block area.
▸ Builds a structure from blocks by himself.	▸ Continues to look intently at a bug, even though other children are riding trikes around him or her.	▸ Rebuilds house made out of sticks when it tumbles.	▸ For several days, attempts to pour water into a bottle at the water table until he or she is successful.
▸ Needs adult encouragement to finish putting paints away.	▸ Looks at a book or listens to a story on headphones from beginning to end.	▸ Persists at trying to trace her hand, even though it is hard to keep her fingers still.	▸ Tries each day to climb higher on the climbing structure until he or she can climb to the top.
▸ Joins others making paper fans. When he has difficulty folding paper he stops and says, *"I can't do it. I'm tired."* With teacher's prompting, continues, and is able to make a fan.			▸ Cuts out hearts to glue to a card, redoing it until he is satisfied with the result.
			▸ Folds her paper, staples it, uses tape, and writes on the folded part. Asks adult how to write "Happy Birthday" and copies it.

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭

4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: COG** — Preschoolers show **cognitive competence** and **problem-solving** skills through play and daily activities

Preschool

▸ Measure 18: Memory and knowledge

Definition: Child stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people, and things

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Remembers a few key features of familiar objects and routines	**Communicates memories about an unfamiliar event that happened earlier that day**	**Communicates memories about an unfamiliar event that happened on a previous day**	**Communicates memories about a sequence of related events that happened in the past**

◯ Not yet at first level

Examples

▸ Without being told:
  ▸ Sits down for afternoon snack after free play time.
  ▸ Removes the cap from a marker and places it on the back of the marker.
  ▸ Opens a milk carton and inserts a straw.
  ▸ Puts on a paint smock before starting to paint.
	▸ Describes a funny thing his dog did in the morning.
	
	▸ Describes a special snack the class prepared that day to his or her parent.
	
	▸ Comments about a detail in a book he points to—*"That's the one with the dog."*
	
	▸ Tells about a fire truck he or she saw on the way to school.
		▸ Describes or draws a picture of a family celebration that happened the day before.
		
		▸ Describes a trip to the zoo.
		
		▸ Remembers that a firefighter came and talked to the class.
		
		▸ Answers a question such as, "What did we do yesterday that was different?"
			▸ Tells his friend how he planted beans that just sprouted, *"We put the beans in some water, and the next morning we put them in this cup of dirt. I watered them every day, and took the cup outside in the sun so the plants could grow."*
			
			▸ Retells a story by relating the main events in sequence, *"When Jack sold the cow and then planted the beans, the beans grew right up into the sky."*
			
			▸ Acts out a scenario of "The Three Bears" in the dramatic play area.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯

4. If you are unable to rate this measure, explain why.

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: COG** — Preschoolers show **cognitive competence** and **problem-solving** skills through play and daily activities

Preschool

▸ Measure 19: Cause and effect
Definition: Child shows increasing understanding of cause and effect relations

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Tries out actions to see what will happen	**Anticipates that a routine action will have a specific result**	**Shows understanding of familiar cause and effect through language or action**	**Explains or predicts the result of a familiar action— will not always be accurate, but will be reasonable**
⬭ Not yet at first level			

Examples

▸ Mixes different primary colors together to see what happens.	▸ Knows to turn the handle on the water fountain to get a drink.	▸ *"I figured out how to get pink—we mix red and white."*	▸ Sees a dark cloud in a picture book and comments that it will rain.
▸ Blows into a straw to make bubbles in water.	▸ Flips the light switch on when an adult says the room seems dark.	▸ After mixing paints and getting different colors, mixes differently colored play dough to get the same effect.	▸ *"If we put the ice cube in the sun, it will melt and make water because the sun is hot."*
▸ Pours water on a waterwheel at the water table.	▸ Walks slowly to the sandbox with cup of water to avoid spilling.	▸ Sees a balloon getting blown up and covers his ears in anticipation of a pop.	▸ Says that her tower fell over *"because it was too high."*
▸ Lifts tube to make a ball roll out of the end.		▸ *"When I spin around fast, I get dizzy."*	▸ *"If you have your shoe laces untied, you will trip."*
▸ Puts objects in water to see what sinks or floats.			▸ Says, *"If I let go of my paper outside, it will fly away because it is windy."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: COG** — Preschoolers show **cognitive competence** and **problem-solving** skills through play and daily activities

Preschool

▶ **Measure 20: Engages in problem solving**
Definition: Child shows increasing ability to reason logically or use strategies to solve challenging problems

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Tries to solve simple problems, including using trial and error	**Tries a strategy he or she saw someone else use to help solve a problem**	**Uses familiar objects or actions in a deliberate way to solve problems**	**Tries out a set of actions to develop a strategy for solving problems**
⬭ Not yet at first level			

Examples

▸ Tries different ways to get a ball that has rolled under the sofa.	▸ Imitates another child building a bridge with long blocks.	▸ When building a bridge, first takes one long block and puts it across two other blocks to see if the size is right before continuing to build.	▸ When building a bridge with unit blocks, runs out of the same size blocks, looks for alternative materials and continues building with them.
▸ Tries a square and a rectangle before finding the triangle to fit in a shape sorter.	▸ Watches another child dig out a toy in the sandbox using a stick, instead of a shovel, and then tries that on his own.	▸ Uses a block as a doorstop when the classroom doorstop disappears.	▸ Starts building a tower with a plan in mind even if it doesn't work—for example, puts the tallest block first, then tries again with the biggest block on the bottom.
▸ Turns a puzzle piece to get it to fit in a wooden puzzle.	▸ After watching an adult, uses a block to retrieve a wedged toy.	▸ When the telephone in the playhouse is missing, uses a curved block as a pretend phone.	▸ When a ball gets stuck in a tree, comes up with several ideas of how to get it down.
▸ Tries to put on his or her coat by laying the coat down first then putting one hand in a sleeve.	▸ After watching another child, pushes a wagon that is too difficult to pull.	▸ When an unfamiliar toy stops working, looks to see if batteries are missing.	▸ Looks at a picture to figure out how to build something.
	▸ During mealtime, tries to open the milk container by pushing the way teachers do.		

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭
4. **If you are unable to rate this measure, explain why.**

Measure 20 | **Engages in problem solving** | **COG 3** (of 4)

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: COG** — Preschoolers show **cognitive competence** and **problem-solving** skills through play and daily activities

Preschool

▸ **Measure 21: Socio-dramatic play**
Definition: Child learns to play with others using organized role-playing and symbolic play

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1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Engages in brief pretend play on own	Engages in brief pretend play with a peer, sharing materials or ideas	Takes a role in a play situation with other children, but without planning the role or the pretend play	Takes a role in a play situation with other children where they have agreed on roles and how they will pretend play

⬭ Not yet at first level

Examples

▸ Sits in a box or on a chair and pretends to drive. ▸ At the sandbox, pretends to make a cake by mixing sand and water in a pail. ▸ Uses plastic banana as telephone and pretends to call Grandma.	▸ Sits in box and says to another child, *"I'm driving the bus to take kids to school."* ▸ Pretends to pour milk into cups and gives a cup to a peer. ▸ Stirs with a spoon in a bowl, pretends to taste, and says to a child who is also cooking, *"It's not ready yet."* ▸ Pretends to be a gas station attendant and pumps gas for trikes.	▸ Joins in when he sees two children pretending to drive a bus, but does not talk to them about what role he will play. ▸ In a dinnertime dramatic play sequence with peers, plays the parent or child having dinner at the small table. ▸ In a 'visit to the doctor' dramatic play sequence, plays the doctor using the stethoscope and placing bandages on another child. ▸ Plays superhero game, rescuing another child.	▸ Plays school bus, with one child playing the driver, another playing the child, and another the mommy helping her child. ▸ In block area, children create a zoo and assign roles such as zookeeper, cage cleaners, tour guide/bus driver, and bird keeper. ▸ Plays school with other children and assigns roles—*"I'll be the teacher, you be the calendar helper, and you be the snack helper."*

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2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

Preschool

▸ **Measure 22: Number sense: Understands quantity and counting**

Definition: Child uses number names to represent quantities and counts increasingly larger sets of objects

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Uses numbers up to three to describe quantities without counting	**Correctly recites numbers in order up to five**	**Counts at least five objects correctly, without counting an object more than once**	**Counts at least ten objects correctly**

⬭　Not yet at first level

Examples

▸ *"I only have one cookie. I want two."* ▸ *"I see three dogs."* ▸ Brings two cups to the sand table when adult asks for them.	▸ Recites the numbers 1 to 5 correctly.	▸ Counts five bears in a story book, *"1, 2, 3, 4, 5—there are five bears."* ▸ Brings the correct number of plates when an adult asks for six more plates for the snack table. ▸ When playing a board game with dice, rolls five, then counts five spaces while advancing her game piece.	▸ Paints a picture of ten flowers, then counts the flowers and correctly indicates how many there are. ▸ Counts objects up to 13 during small group time, *"I have 13 bears."* ▸ During small group for math, wants to see how many children are in the group, and counts eleven children correctly.

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭

4. **If you are unable to rate this measure, explain why.**

Measure 22　　**Number sense: Understands quantity and counting**　　**MATH 1** (of 7)

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: MATH** — Preschoolers demonstrate competence in real-life **mathematical** concepts

Preschool

▸ **Measure 23: Number sense: Math operations**
Definition: Child shows increasing ability to add and subtract small quantities of objects

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Demonstrates that items can be grouped and counted	**When two groups are different by a large amount, correctly says one group has more objects than the other**	**Adds or takes away objects to solve everyday problems with groups of at least three objects**	**Does simple addition and subtraction problems with groups of up to five objects**

◯ Not yet at first level

Examples

▸ When there is a group of six cups and two cups, can point to the larger group. ▸ Takes farm animals and places horses together and counts, though may not count accurately.	▸ When there is a group of ten cups and two cups, points to group of ten cups and says, *"There are more cups here."* ▸ When setting the table, recognizes that more plates are needed. ▸ *"There are more kids on that team!"*	▸ When setting the table for snack, puts out three cups, then says, *"Oh, there are only two kids,"* and takes one cup away. ▸ When asked to take away one car from a block structure, child removes a car and says, *"Hey, now there are only two cars."* ▸ Adds one counting bear to her group of two when adult says, "You need to have three bears."	▸ Brings over two more cups to a group of two and says that there are four cups. ▸ Takes five goldfish for a snack, eats two, and says, *"I have three left."* ▸ Has two blocks and gets three more. Says, *"I have five blocks."*

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ◯
4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: MATH** — Preschoolers demonstrate competence in real-life **mathematical** concepts

Preschool

▸ Measure 24: Shapes

Definition: Child shows increasing knowledge of shapes and their characteristics

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Recognizes differences among shapes without naming them	**Correctly names at least two shapes (circles, squares, triangles)**	**Recognizes shapes when they are presented in new orientation or as parts of other objects**	**Describes characteristics and differences of several shapes**
◯ Not yet at first level			

Examples

▸ Puts a circle-shaped puzzle piece into the correct hole. ▸ Places shapes in variety of form boards/simple puzzles. ▸ Picks out circles from a set that contains circles, squares, and triangles.	▸ *"The clock is a circle."* ▸ *"My sandwich is a square."* ▸ Points to a plate and indicates that it is the same shape as a circle.	▸ Identifies triangles even though some have equal sides, some have longer sides, and some are pointed downward. ▸ Identifies that the wheels of a car are circles and the windows are squares. ▸ Shows another child that he or she can put two triangles together to make a diamond shape. ▸ Turns and flips shapes to correct orientation to complete simple pattern block or Tangram puzzles.	▸ Looking at a circle and a triangle, says, *"This one has a pointy part and it's big; this one is curvy, but it's little."* ▸ Says, *"A triangle has three sides; a square has four sides."* ▸ Describing the difference between a circle and an oval, says, *"An oval looks like an egg."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯

4. If you are unable to rate this measure, explain why.

Measure 24 | **Shapes** | **MATH 3** (of 7)

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: MATH** — Preschoolers demonstrate competence in real-life **mathematical** concepts

Preschool

▸ **Measure 25: Time**
Definition: Child understands and uses time-related vocabulary for routine actions, sequences, and durations of events

1. **Mark the highest developmental level the child has mastered.**

Exploring ○	Developing ○	Building ○	Integrating ○
Shows initial understanding of order of events over time	**Knows that events can be in the past or future**	**Indicates time of past, present, and future events**	**Connects some events with specific times**

⊂⊃ Not yet at first level

Examples

▸ Says, *"Mommy will come after we eat lunch."* ▸ Indicates that outdoor time comes after circle time. ▸ During pretend play, puts something in oven, checks to see if it is ready, and then takes it out. ▸ On arriving at school, puts lunch in cubby and goes to teacher to get a name tag.	▸ Refers to something that happened in the recent past, such as, *"My mom just got back from a trip."* ▸ Refers to an upcoming visit from Grandma, saying, *"My grandma is coming from Japan."* ▸ Talks about an event that happened a week ago, but says it happened yesterday. ▸ When child's friend refers to his birthday, says, *"I had my birthday already."*	▸ On Friday, says, *"Tomorrow there is no school."* ▸ *"Today I'm going to Simon's birthday party."* ▸ *"Yesterday I was sick."* ▸ Points to the next day on calendar when an adult asks if his birthday is soon.	▸ Says, *"My mom visits Grandma for lunch on Saturdays."* ▸ Knows the month of his or her birthday. ▸ *"We don't come to preschool on Saturday."* ▸ *"I have soccer practice at four."*

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ○
4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: MATH** — Preschoolers demonstrate competence in real-life **mathematical** concepts

Preschool

▸ Measure 26: Classification
Definition: Child shows increasing ability to compare, match, and sort objects into groups according to some common attribute

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Recognizes when two things are the same	**Sorts objects into three or more different groups**	**Sorts objects by different attributes (size, shape, or color), but not at the same time**	**Sorts objects by two attributes at the same time**

⬭ Not yet at first level

Examples

▸ Puts two circle tiles together. ▸ Puts self into the same category as other people—*"We are both girls."* ▸ *"We both have red backpacks."*	▸ Puts the big, medium, and small tiles together. ▸ During clean up, puts red, green, and yellow apples in different baskets. ▸ When cleaning up, puts away pencils, crayons, and markers into different baskets.	▸ Separates tiles into circles and squares, regroups the tiles, and then separates them into red and blue. ▸ Helps make a class chart of the numbers of boys and girls. Then helps make another chart showing the numbers of children with brown eyes and blue eyes. ▸ Sorts buttons by color alone, regroups the buttons, then sorts again by shape or size or number of holes.	▸ Separates tiles into four groups—blue circles, blue squares, red circles, and red squares. ▸ Removes spoons, forks, and knives from the play kitchen, and sorts utensils into groups— big spoons, small spoons, big forks, small forks. ▸ Helps make a class chart of the number of boys with brown eyes, girls with brown eyes, boys with blue eyes, and girls with blue eyes.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: MATH** — Preschoolers demonstrate competence in real-life **mathematical** concepts

Preschool

▸ **Measure 27: Measurement**
Definition: Child shows increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Understands or uses words that describe some measurable property such as size, length, weight, or capacity (big or little)	Understands or uses words that compare size, length, weight, or capacity of objects (bigger or smaller)	Tries to measure using tools (standard or nonstandard)	Describes and compares using standard or nonstandard measures
⬭ Not yet at first level			

Examples

▸ *"This pumpkin is SO heavy."*	▸ Looks at two girls and identifies the one who has the longer hair.	▸ Asks teacher to mark his *"tall tape"* on the wall to see if he's taller today.	▸ Measures a long block by putting smaller blocks along the edge and explains to another child, *"The big block is the same as three small blocks."*
▸ *"My grandma lives far away."*	▸ Says, *"I'm taller than my friend Juan."*	▸ Tries to use hands or a stick to measure the length of a block tower.	▸ Puts a pinecone on one side of the scale and a block on the other side and indicates that one is heavier than the other.
▸ *"I'm thirsty. I want a big glass of water."*	▸ Hands a friend a large block when he says, *"We need a bigger one for the bridge."*	▸ Uses a measuring tape to measure how long a large beetle is.	
▸ Gestures to indicate how big an object is.		▸ Tries to use a scale to see how heavy a pinecone is.	
▸ When asked to, brings the shovel with the long handle to the sand area.		▸ Fills the measuring cup twice to get two cups during a cooking activity.	

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭
4. If you are unable to rate this measure, explain why.

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: MATH** — Preschoolers demonstrate competence in real-life **mathematical** concepts

Preschool

▸ Measure 28: Patterning
Definition: Child shows increasing ability to recognize, reproduce, and create patterns of varying complexity

1. Mark the highest developmental level the child has mastered.

Exploring ◯	Developing ◯	Building ◯	Integrating ◯
Recognizes or identifies simple patterns created by others* *Simple patterns are in the form ABAB, such as red-blue, red-blue	**Builds or copies simple patterns**	**Builds or copies a pattern using different objects**	**Creates or extends a more complex pattern (more than two repeating elements)**

◯ Not yet at first level

Examples

▸ Says, *"This is red and blue and red and blue."* ▸ Recognizes a simple repeating pattern like colored stripes on a friend's shirt. ▸ Sings, moves, or claps through part of a pattern song.	▸ Uses objects like blocks, beads, or toys to form a repeating pattern. ▸ Participates in a clapping song with repetitive clapping patterns. ▸ Puts toy animals in a pattern (duck-cow, duck-cow). ▸ Lines up LEGOS and says, *"Look, red, yellow, red, yellow."*	▸ Creates red-red-blue-blue, red-red-blue-blue pattern with colored blocks on his own. ▸ Using a variety of objects (animals, vehicles, blocks, house-keeping toys, etc.), creates or extends a simple pattern on his own.	▸ Uses colored cubes to make red-white-blue, red-white-blue pattern. ▸ Strings beads on a necklace in a red-blue-purple, red-blue-purple sequence. ▸ Continues a clap-clap-stomp pattern with clap-clap-stomp. ▸ Creates own variation of the head, shoulders, knees, and toes pattern.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯
4. If you are unable to rate this measure, explain why.

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: LIT** — Preschoolers demonstrate emerging **literacy** skills

Preschool

▸ **Measure 29: Interest in literacy**
Definition: Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Participates in literacy activities	**Seeks out and engages in a variety of group and individual literacy activities**	**Initiates and listens to reading materials and links content to own experiences**	**Participates in reading activities, including discussions that relate the story to the outside world and predicts what will happen next in the story**

⬭ Not yet at first level

Examples

▸ Listens to or looks at simple storybooks from beginning to end. ▸ Participates in singing familiar songs and rhymes. ▸ Draws a picture and presents it to the class during circle time.	▸ Given the opportunity, spends time in the book area. ▸ Has one or more favorite storybooks and pretends to read them to self and others. ▸ Listens attentively to a story and asks questions or makes comments about specific events or characters in the books, such as, *"Why is the boy sad?"* or *"That dog is silly."* ▸ Shows an interest in print in books and the environment. For example, asks, *"What's that say?"* ▸ Runs to the rug when she sees the teacher approaching with books.	▸ During a book sharing that involves discussion about pets, says that he has a dog with spots, too. ▸ Requests that adult reads a book about butterflies to her, and then points to a butterfly when the class goes on a nature walk. ▸ Requests that adults sing specific songs or play specific rhyming games that his family does at home. ▸ Listens to a range of reading materials, including fiction or nonfiction (fairy tales as well as stories about real people and books on science) and relates these stories to her own experiences.	▸ Compares the content of stories—*"This story is not as funny as the one you read yesterday,"* or *"Diesel 10 was naughty in the other book, too."* ▸ After a book is read, participates in a discussion about the story or acts out the story in a dramatic activity (role play) or a song activity (making up words to a song that go with the story). ▸ After a book about plants is read, predicts what will happen to a seed when it is planted in the ground.

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭
4. **If you are unable to rate this measure, explain why.**

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: LIT** – Preschoolers demonstrate emerging **literacy** skills

Preschool

▶ **Measure 30: Letter and word knowledge**
Definition: Child shows increasing awareness of symbols, letters, and words in the environment and their relationship to sound

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1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Recognizes simple symbols (numbers, letters, logos) in the environment	**Knows some letters by sight and by name, or recognizes own name in print**	**Knows ten or more letters by sight and by name, and understands that letters make up words and have corresponding sounds**	**Knows most of the letters by sight and by name, and recognizes some familiar whole written words**
⬭ Not yet at first level			

Examples

‣ Identifies one letter from an array of letters or numbers in the environment (although may not be correct). ‣ Points to a letter and asks, *"What's that letter?"* ‣ Recognizes a logo for a known store or restaurant chain.	‣ Identifies first letter of own name. Kayla says, *"That's a K like my K."* ‣ Correctly names some letters in storybooks, artwork or logos, puzzles, or other presentations (alphabet poster). ‣ Recognizes some letters of the alphabet and can identify them from among an array (finds the letter L on an alphabet puzzle). ‣ Knows several or all of the letters in her name by sight and by name. ‣ Differentiates own written name from other names in familiar environments, such as labels on cubbies or chairs.	‣ Identifies, by sight and name, at least ten letters (such as letters on the title page of a book or on a cereal box). ‣ Identifies own name without having any environmental clues—for example, sees his name in a book and says, *"It says Tom, that's my name!"*). ‣ Shows some awareness of the relationship between letters and sounds—*"M goes /m/."*	‣ Names most of the alphabet letters in various literacy activities, such as while reading an alphabet book. ‣ Recognizes similarities between two written words—*"Hey, those both start with a B!"* ‣ Has a beginning repertoire of a sight word vocabulary containing common words (stop, go, exit, dog, cat, names of other children).

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2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ⬭
4. **If you are unable to rate this measure, explain why.**

Measure 30 | **Letter and word knowledge** | **LIT 2** (of 5)

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: LIT** — Preschoolers demonstrate emerging **literacy** skills

Preschool

▶ **Measure 31: Emerging writing**
Definition: Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Makes scribble-pictures to represent people, things, or events	**Makes letter-like symbols as pretend writing to represent ideas, and attributes meaning to writing**	**Writes own name with some letters formed correctly**	**Writes own name and simple words (mostly using correct letters)**

⬭ Not yet at first level

Examples

▸ Produces different marks to represent different objects or events (circles, scribbles).	▸ 'Writes' own name on a drawing using scribbles, random symbols, or letter-like marks.	▸ Writes own name on a picture with several letters correctly formed.	▸ Accurately writes his name on things he has made.
▸ Draws a picture and says, *"This is my brother."*	▸ Dictates writing to an adult (draws a picture and asks adult to label it; makes a card and tells adult what to write on it).	▸ Pretends to write a letter to her mommy and signs it with her name.	▸ Writes some familiar words in their drawing, such as 'stop' on a stop sign.
▸ Uses crayons, pencils, markers, and paints to draw and to write.	▸ Attributes meaning to what one writes—points to a scribble and says, *"This says 'Mommy.'"*		▸ Writes some simple words spelled correctly (e.g., cat, stop, mom, I, go).
			▸ Produces some writing and spelling through imitation (writes 'DOG' by looking at a poster and copying the word).
			▸ Asks how to spell some words and for help with writing these words.

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ◯
4. **If you are unable to rate this measure, explain why.**

Measure 31 — **Emerging writing** — **LIT 3** (of 5)

▽ **Desired Result 2:** Children are effective learners
▽ **Indicator: LIT** — Preschoolers demonstrate emerging **literacy** skills

Preschool

▸ **Measure 32: Concepts of print**
Definition: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Understands the way books are handled and organized	**Understands the role of print in telling a story, and uses printed materials to pretend to read**	**Understands that print is organized into units, such as words, and knows some vocabulary that describes print**	**Understands how print is used in various ways in books, and understands the organization and purposes of different print materials**

⬭ Not yet at first level

Examples

▸ Handles books following customary conventions (right-side up, turns pages from front to back).	▸ Holds book appropriately and pretends to read to others (people or toys), turning the pages as if reading a story.	▸ When reading a story with an adult, pretends to track words moving finger from left to right and top to bottom.	▸ Uses many different types of printed material appropriately (looks at a menu and pretends to order food, follows directions on signs).
▸ During reading interactions with adults, helps to turn pages.	▸ When looking at books, differentiates between the role of print and the role of pictures, for example:	▸ Points to familiar words when an adult reads them a familiar book with big font. For example, when adult reads "Bear Goes to the Zoo," points to familiar words 'bear' and 'zoo.'	▸ Pretends to read familiar books aloud while pointing to the words one by one going from left to right and top to bottom (although may get off track).
▸ Participates actively with special book features, such as flaps for lifting or buttons for pushing to make noises.	▸ Points to print and says, *"I'm reading."*	▸ Can point to a specific word after an adult says it out loud—points to the word 'cat' when adult asks, "Where does it say cat?"	
▸ Starts reading a book on the first page.	▸ Pointing to the words near a picture of a bunny and says, *"That says 'bunny.'"*	▸ Uses words that talk about print, including how it works and what it is used for (read, write, spell, letter, word).	
	▸ Points to print and says, *"What's that say?"*		

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

▸ **Measure 33: Phonological awareness**

Definition: Child shows awareness of the sounds that make up language, including the segmentation of sounds in words, and recognition of word rhyming and alliteration

1. Mark the highest developmental level the child has mastered.

Exploring ⬭	Developing ⬭	Building ⬭	Integrating ⬭
Engages in play with sounds in words and songs	**Shows awareness of words and syllables as units of sound**	**Shows awareness of rhymes and sounds at the beginning of words**	**Blends and segments parts of words**
⬭ Not yet at first level			

Examples

▸ Pays attention to songs and rhymes (claps, stomps, or sings to nursery rhymes). ▸ Repeats the order of two or three sounds in the environment (repeats a pattern of two claps followed by one stomp).	▸ Claps out each word in *"I am Matt"* in a name game in the classroom. ▸ In a group activity, follows along when asked to clap the syllables in "e-le-phant."	▸ Thinks of words that rhyme with "cat," such as "bat" and "hat." ▸ When an adult asks, "What does the mouse see that starts with the /k/ sound?" says, *"Cookie."* ▸ Says, *"Cat and car sound alike at the beginning."* ▸ Raises her hand when asked, "Whose name starts with the /t/ sound?"	▸ Blends two or more syllables into multisyllabic words, such as pic-nic to make picnic, di-no-saur to make dinosaur. ▸ Blends sounds together to form words, such as m+ at or m + a + t to make "mat." ▸ Segments syllables from words, such as removing "ball" from "baseball" to get "base."

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

Measure 33   **Phonological awareness**   **LIT 5** (of 5)

▸ **Measure 34: Gross motor movement**

Definition: Child refines the ability to move in a coordinated way using large muscles (arms and legs)

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Makes basic movements with confidence and ease	**Uses movement skills to go smoothly up, down, and through a variety of spaces**	**Uses complex movement skills in active play**	**Participates in extended or integrated physical activities**

⬭ Not yet at first level

Examples

▸ Moves body in response to music.	▸ Follows movement prompts in a song.	▸ Dances using steps in a simple routine.	▸ Creates own dance steps to music.
▸ Runs smoothly.	▸ Attempts to throw a ball to another child.	▸ Travels and changes direction quickly.	▸ Participates in active play sequences that combine running, jumping, throwing, catching, kicking, etc.
▸ Walks backwards smoothly.	▸ Climbs stairs with alternating feet.	▸ Climbs on a jungle gym.	
▸ Jumps forward on two feet.			▸ Throws a ball to another child with some accuracy or while doing something else.
▸ Walks up steps one step at a time, putting both feet on each step.			▸ Throws a Frisbee.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

▽ **Desired Result 3:** Children show physical and motor competence
▽ **Indicator: MOT** — Preschoolers demonstrate an increased proficiency in **motor skills**

Preschool

▸ **Measure 35: Fine motor skills**
Definition: Child refines the ability to plan and coordinate use of grasp, release, strength, and control of fingers and hands for functional and play activities

1. **Mark the highest developmental level the child has mastered.**

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Manipulates large objects with fingers and wrists on both hands to accomplish a simple task	**Uses fingers and both hands, with each hand doing something different, to smoothly accomplish simple tasks**	**Uses fingers to manipulate smaller objects or objects requiring precise eye-hand coordination**	**Shows increasing refinement and detail in fine motor movements requiring finger strength or control**

◯ Not yet at first level

Examples

▸ Unbuttons a large button.	▸ Cuts play dough with one hand while holding it in place with the other hand.	▸ Hits intended keys on a computer keyboard.	▸ Uses scissors to cut out an object.
▸ Turns two knobs at the same time on an activity box.	▸ Uses scissors to cut paper into smaller pieces.	▸ Strings small beads.	▸ Attempts to copy letters or simple shapes such as circles, plus signs, or stick figures.
▸ Strings large beads.	▸ Positions large blocks using both hands.	▸ Balances small blocks in a tower, or connects LEGO blocks.	▸ Uses computer keyboard and mouse with accuracy.
▸ Tears paper into smaller pieces.	▸ Using both hands, pours water from one container to another on own.	▸ Holds crayon with fingers instead of fist.	▸ Uses an eyedropper to transfer liquid from one container to another.
▸ Uses two hands to pour from a pitcher into a cup held by a caregiver.	▸ Drives nails and pegs with a hammer.		

2. **Record evidence for this rating here.** (Use back for more space.)

3. **Mark here if child is emerging to the next level.** ◯
4. **If you are unable to rate this measure, explain why.**

Measure 35   **Fine motor skills**   **MOT 2** (of 3)

▽ **Desired Result 3:** Children show physical and motor competence
▽ **Indicator: MOT** — Preschoolers demonstrate an increased proficiency in **motor skills**

Preschool

▶ Measure 36: Balance
Definition: Child refines the ability to balance self in space

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Shows a developing a sense of balance and the ability to carry an object while moving	**Balances without support**	**Maintains balance while moving**	**Coordinates multiple movements involving balance**
⬭ Not yet at first level			

Examples

▸ Walks on tiptoes.	▸ Balances on one foot without support for a few seconds.	▸ Hops on one foot for a few hops.	▸ Runs and kicks a ball.
▸ Kicks a ball.	▸ Briefly stands on one foot while putting the other foot through a pantleg.	▸ Runs and jumps over small objects.	▸ Holds a ping-pong ball on a spoon while walking.
▸ Carries a large stuffed animal across the room.	▸ Walks on a line without stepping off the line.	▸ Changes direction when running.	▸ Walks on a low wall or low balance beam.
			▸ Balances a bean bag on his or her head.
			▸ Hops on one foot, five or more times.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

▸ **Measure 37: Personal care routines**

Definition: Child shows increasing independence in performing personal care routines that support healthy growth and help prevent the spread of infection

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Participates in own personal cleanliness, with help or supervision from adult	**Follows through on personal cleanliness, with some reminders**	**Takes care of personal cleanliness on his own**	**Shows an understanding of why personal cleanliness is important**

⬭ Not yet at first level

Examples

▸ Blows nose when an adult holds the tissue.	▸ Takes a tissue and blows his nose into the tissue when reminded.	▸ Uses a tissue when needed without being reminded.	▸ Says, *"Tissues stop germs."*
▸ Holds her hands under water and rubs her hands together when an adult turns the water on.	▸ Washes hands on her own when requested by an adult.	▸ Washes hands without a reminder before eating and after toileting.	▸ Reminds other children to wash their hands so that they don't get sick or get others sick.
▸ Allows an adult to put a sweater on her.	▸ Tries to wash paint off his arm.	▸ Puts a sweater on without a reminder when going out to play in cold weather.	▸ Says, *"Don't put the apple sauce spoon in your mouth!"*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.

Measure 37 | **Personal care routines** | **SH 1** (of 3)

▶ **Measure 38: Personal safety**

Definition: Child shows increasing awareness of safety practices that minimize risk and support healthy growth

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
◯	◯	◯	◯
Cooperates when requested to follow simple safety rules	**Usually follows simple safety rules on her own**	**Applies known safety rules in a variety of situations**	**Communicates an understanding of safety rules to others**

◯ Not yet at first level

Examples

▸ Looks to his teacher for instructions when he hears the fire alarm bell.	▸ Usually responds to the fire drill bell correctly.	▸ Responds to fire drill bell correctly, even when not in his usual classroom.	▸ Tells other children to line up when he hears the fire alarm bell.
▸ When reminded, takes an adult's hand while crossing the street.	▸ Leaves scissors at the table.	▸ Remembers to walk when indoors.	▸ While riding a trike, avoids bumping into others.
▸ Will move away from a bike trail when asked.	▸ Stops at the curb and doesn't step into the street.	▸ Refrains from sitting on tabletops, shelves, etc.	▸ Tells a child riding in the wrong direction to go the other way, so he won't crash.
▸ Follows adult direction not to build her block tower too high.	▸ Usually is careful not to bump into other children or what they are making or playing with.		▸ Reminds other children to stop at the curb.
	▸ Usually is careful on outdoor equipment.		

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ◯

4. If you are unable to rate this measure, explain why.

▸ **Measure 39: Understanding healthy lifestyle**
Definition: Child shows increasing independence in making healthy life choices

1. Mark the highest developmental level the child has mastered.

Exploring	Developing	Building	Integrating
⬭	⬭	⬭	⬭
Follows guidance given by adults about rest, health, food choices, and physical activity	Begins to communicate about and take care of own health needs (food and rest), with occasional reminders from an adult	Independently takes care of some basic needs like rest, healthy food choices, and physical activity	Communicates to others about making healthy choices
⬭ Not yet at first level			

Examples

▸ When a spoon falls on the floor, follows an adult's suggestion to get a clean spoon.	▸ Sometimes puts spoon aside if it has fallen on the floor, and sometimes needs guidance.	▸ Asks for clean spoon if it falls on the floor.	▸ Suggests getting a clean spoon to a child who has dropped her spoon.
▸ Participates in physical activity during a free playtime.	▸ Says, *"I am hungry"* when he or she wants to eat.	▸ When tired, stops and plays a quieter game or rests before resuming activity.	▸ Pretends to feed fruit or vegetables to a doll and tells the doll, *"This is good for you."*
▸ When told it is rest time, lies on a mat.	▸ When overheated, slows down physical activity when directed by an adult.	▸ Says, *"I'm tired. I want to rest now."*	▸ Runs and says, *"I'm exercising."*

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level. ⬭

4. If you are unable to rate this measure, explain why.