DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Preschool Comprehensive View

for use with preschool-age children

California Department of Education
Sacramento, 2016

The DRDP (2015) was developed by the California Department of Education, Early Education and Support 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

Early Education and Support Division Programs may contact:

Desired Results Training and Technical Assistance Project

Website: **www.desiredresults.us**

Email: desiredresults@desiredresults.wested.org

Phone: (800) 770-6339

Special Education Division Programs may contact:

Desired Results Access Project

Website: **www.draccess.org**

Email: info@draccess.org

Phone: (800) 673-9220

© 2013-2016 by the California Department of Education

All Rights Reserved. Permission to reproduce only for instructional purposes.

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Preschool Comprehensive View

For use with preschool-age children

Table of Contents

Introduction Intro-2
About the Measures of the DRDP (2015) Intro-3
The 3 Steps to Completing the DRDP (2015) Intro-6
Information Page (for use with Early Education Programs) Intro-10
Information Page (for use with Early Intervention and Early Childhood Special Education Programs) Intro-11
Quick Guide to Rating the Measures Intro-12
Rating Record (for use with Early Education Programs) Intro-13
Measures at-a-Glance Intro-15
Measures of the DRDP (2015) 1-56
Glossary 57
Appendix 58

 © 2013-2016 California Department of Education – All rights reserved

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. It has two views: the Infant/Toddler view for use with children in infant/toddler programs, and the Preschool View, for children in preschool programs.
- The Preschool View has two forms: The Comprehensive View containing domains related to all areas of the Preschool Learning Foundations; and the Fundamental View, associated with essential domains of school readiness.
- 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.

 © 2013-2016 California Department of Education – All rights reserved

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. The domains and sub-domains of the Fundamental View, essential to school readiness, are marked with an asterisk (*).

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.

 © 2013-2016 California Department of Education – All rights reserved

Conditional Measures for Preschool-Age Children

Some measures in the *DRDP Preschool View* 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 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.

Measure	Conditions Under Which to Assess
Earlier Development Measures	
ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships	• Required for all infants and toddlers • 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
English-Language Development Measures	
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	
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	• Required for all infants and toddlers except PD-HLTH 9 and 10 which are for preschool children only • 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. • 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.

 © 2013-2016 California Department of Education – All rights reserved

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

Developmental Domain: PD-HLTH — Physical Development–Health

PD-HLTH 2: Gross Locomotor Movement Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• Takes steps … 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.	• …ward 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.	• 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.	• 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.	• Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg). • Crouches down and then jumps forward using both legs. • Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.	• Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg). • Changes direction and stops quickly and easily while running. • Swings arms back and then forward in preparation for jumping. • Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.

⬭ 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**

Callouts: Developmental Domain; Measure; Definition; Developmental Levels; Descriptors; Examples; Emerging; Unable to Rate

Example of an Earlier Developmental Measure

Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

ATL-REG 1: Attention Maintenance

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials

Conditional Measure
⬭ I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle	Later	Earlier
Attends or responds briefly to people, things, or sounds	**Shifts attention frequently from one person or thing to another**	**Maintains attention, on own or with adult support, during brief activities**	**Maintains attention, with adult support, during activities that last for extended periods of time**	**Maintains attention on own during activities that last for extended periods of time**	*There are no later levels for this measure*		
Possible Examples • Pays attention to a moving mobile. • Quiets to the voice of a familiar person. • Gazes at the smiling face of a familiar person.	• Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another.	• Briefly watche… children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again.	• … a book from beginning to end and then gestures for an adult to read it a second time. • Starts working on a simple puzzle with an adult and continues when the adult steps away briefly. • Continues playing with toy cars, adding a bridge offered by an adult sitting nearby.	• Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning.			

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

ATL-REG 1 | **Attention Maintenance** | **ATL-REG 1**

Callouts: Developmental Domain; Measure; Conditional Measure; Definition; Developmental Levels; Descriptors; No Later Levels; Examples

Example of a Later Developmental Measure

Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

ATL-REG 6: Engagement and Persistence

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
	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.	• 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.	• 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.	• Continues work… 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.	• … to build a structure with interlocking blocks even when having difficulty finding the "right" pieces. • Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick. • Repeatedly tries to trace around own hand. • Completes an obstacle course using a walker, even on bumpy ground.	• Continues 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 6 | **Engagement and Persistence** | **ATL-REG 6**

Callouts: Developmental Domain; Measure; Definition; Developmental Levels; No Earlier Levels; Descriptors; Examples; Not Yet at the Earliest Developmental Level

 © 2013-2016 California Department of Education – All rights reserved

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.

 © 2013-2016 California Department of Education – All rights reserved

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.

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.

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.

 © 2013-2016 California Department of Education – All rights reserved

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.

 © 2013-2016 California Department of Education – All rights reserved

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:

Measure	How to Mark the DRDP
Earlier Development Measures	
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	
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	
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 EESD programs: enter your ratings into DRDPtech,
- For SED programs: enter your ratings into your MIS system for your SELPA's CASEMIS submission. Check with your administrator for when and to whom your Rating Records are due.

 © 2013-2016 California Department of Education – All rights reserved

DRDP (2015)

Early Education Information Page

A Developmental Continuum from Early Infancy to Kindergarten Entry

For use with preschool-age children

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 2015) _____

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

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

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
☐ Head Start
☐ Early Head Start
☐ Child Care Center
☐ Tribal Head Start
☐ Migrant
☐ First 5
☐ Title 1
☐ Family Child Care Home
☐ Other _____

Child's tuition fees are:

☐ Subsidized (tuition assistance) ☐ Not subsidized (full fee) ☐ Don't know

 © 2013-2016 California Department of Education – All rights reserved

DRDP (2015)

Special Education Information Page

A Developmental Continuum from Early Infancy to Kindergarten Entry

For use with Early Intervention and Early Childhood Special Education Programs

1. **Child's first name** (Legal): _____
2. **Child's last name** (Legal): _____
3. **Date DRDP (2015) was completed** (e.g., 09/07/2015) _____ / _____ / _____ (month / day / year)
4. **Assessment period** (e.g., Fall 2015) _____

Child Information

5. **Student ID** (Issued by district for reporting to CASEMIS) _____
6. **Statewide Student Identifier** (10-digit SSID) _____
7. **Gender** ☐ Male ☐ Female
8. **Birth date** (e.g., 03/05/2012) _____ / _____ / _____ (month / day / year)
9. **Special education enrollment.** *Check one.*
   ☐ Individualized Family Service Plan (**IFSP**) ☐ Individualized Education Program (**IEP**)

Child's Language Information

10. **Child's home language(s):**
    ☐ English ☐ Spanish
    ☐ Vietnamese ☐ Cantonese
    ☐ Hmong ☐ Tagalog/Pilipino
    ☐ Other (specify) _____
11. **Language(s) used with this child:**
    ☐ English ☐ Spanish
    ☐ Vietnamese ☐ Cantonese
    ☐ Hmong ☐ Tagalog/Pilipino
    ☐ Other (specify) _____
12. **Is a language other than English spoken in the child's home?** ☐ Yes ☐ No
    If yes, complete the ELD measures for a preschool-age child.
    If the child is Deaf or Hard of Hearing and not learning a spoken language, mark "No" and do not complete the ELD measures.

Child's Ethnicity

13a. **Is this child Hispanic or Latino?** *Check one.*
☐ Yes, Hispanic or Latino ☐ No, not Hispanic or Latino ☐ Intentionally left blank

13b. **What is the race of this child?** *Check up to three.*
☐ Asian Indian
☐ Black or African-American
☐ Cambodian
☐ Chinese
☐ Filipino
☐ Guamanian
☐ Hawaiian
☐ Hmong
☐ Japanese
☐ Korean
☐ Laotian
☐ Native American
☐ Other Asian
☐ Other Pacific Islander
☐ Samoan
☐ Tahitian
☐ Vietnamese
☐ White
☐ Intentionally left blank

Special Education Information

14. **Special education eligibility.** *Check one.*
    ☐ Autism
    ☐ Deaf-Blindness
    ☐ Deafness
    ☐ Emotional Disturbance
    ☐ Established Medical Disability
    ☐ Hard of Hearing
    ☐ Intellectual Disability
    ☐ Multiple Disability
    ☐ Orthopedic Impairment
    ☐ Other Health Impairment
    ☐ Specific Learning Disability
    ☐ Speech or Language Impairment
    ☐ Traumatic Brain Injury
    ☐ Visual Impairment
15. **Adaptations used in the assessment.** *Check all that apply.*
    ☐ Augmentative or alternative communication system
    ☐ Alternative mode for written language
    ☐ Visual support
    ☐ Assistive equipment or device
    ☐ Functional positioning
    ☐ Sensory support
    ☐ Alternative response mode
    ☐ None

Program Information

16. **SELPA** _____
17. **District of service** _____

Assessment Information

18. **Name of person completing the assessment** _____
19. **Role of person completing the assessment:**
    ☐ Early Intervention Specialist
    ☐ Occupational/Physical Therapist
    ☐ Program Specialist or Administrator
    ☐ Special Education Teacher
    ☐ Speech/Language Pathologist
    ☐ Teacher of the Deaf/Hard of Hearing
    ☐ Teacher of the Visually Impaired
    ☐ Other
20. **Assistance completing the assessment?** ☐ Yes ☐ No
    If yes, what is that person's relationship to the child? _____

➡ ***Use this Information Page for a child with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) served by a California Department of Education program.***

 © 2013-2016 California Department of Education – All rights reserved

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.

 © 2013-2016 California Department of Education – All rights reserved

DRDP (2015)

PS Comprehensive View Rating Record

A Developmental Continuum from Early Infancy to Kindergarten Entry

For use with preschool-age children

Child's Name (First and Last): _____

Statewide Student Identifier (10-digit SSID): _____

Assessment Period (e.g., Fall 2015): _____

Date DRDP (2015) was completed (e.g., 09/07/2015): _____ / _____ / _____
month day year

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

Instructions: Write the child's name, student identification number, and the date this Rating Record was completed. Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a Measure, mark UR. If you are not rating a child on a Conditional Measure, mark Conditional Measure.

Measure	Measure Name	Responding		Exploring			Building			Integrating	Not yet	Conditional Measure (Not rated)	EM	UR
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier				
ATL-REG 1	**Attention Maintenance***	○	○	○		○	○					○	☐	☐
ATL-REG 2	**Self-Comforting***	○	○	○		○	○					○	☐	☐
ATL-REG 3	**Imitation***	○	○	○		○	○					○	☐	☐
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**	○	○	○		○	○	○	○	○			☐	☐
SED 5	**Symbolic and Sociodramatic Play**	○	○	○		○	○	○	○	○			☐	☐
LLD 1	**Understanding of Language (Receptive)**	○	○	○	○	○	○	○	○	○			☐	☐
LLD 2	**Responsiveness to Language**	○	○	○		○	○	○	○	○			☐	☐
LLD 3	**Communication and Use of Language (Expressive)**	○	○	○	○	○	○	○	○	○			☐	☐
LLD 4	**Reciprocal Communication and Conversation**	○	○	○	○	○	○	○	○	○			☐	☐
LLD 5	**Interest in Literacy**	○	○	○		○	○	○	○	○			☐	☐
LLD 6	**Comprehension of Age-Appropriate Text**				○	○	○	○	○	○	○		☐	☐
LLD 7	**Concepts about Print**				○	○	○	○	○	○	○		☐	☐
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**	○	○	○	○	○	○	○	☐	☐

* These measures required for children with IEPs.

 © 2013-2016 California Department of Education – All rights reserved

DRDP (2015)

PS Comprehensive View Rating Record

For use with preschool-age children

Child's Name (First and Last): _____

Statewide Student Identifier (10-digit SSID): _____

Measure	Measure Name	Responding		Exploring			Building			Integrating	Not yet	Conditional Measure (Not rated)	EM	UR
		Earlier	Later	Earlier	Middle	Later	Earlier	Middle	Later	Earlier				
COG 1	Spatial Relationships*	○	○	○		○	○					○	☐	☐
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			○		○	○	○	○	○	○		☐	☐
COG 8	Cause and Effect	○	○	○		○	○	○	○	○			☐	☐
COG 9	Inquiry Through Observation and Investigation	○	○	○		○	○	○	○	○			☐	☐
COG 10	Documentation and Communication of Inquiry			○		○	○	○	○	○	○		☐	☐
COG 11	Knowledge of the Natural World	○	○	○		○	○	○	○	○			☐	☐
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	○	○	○	○	○	○	○	○	○			☐	☐
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 9	Active Physical Play				○	○	○	○	○	○	○		☐	☐
PD-HLTH 10	Nutrition				○	○	○	○	○	○	○		☐	☐
HSS 1	Sense of Time				○	○	○	○	○	○	○		☐	☐
HSS 2	Sense of Place				○	○	○	○	○	○	○		☐	☐
HSS 3	Ecology				○	○	○	○	○	○	○		☐	☐
HSS 4	Conflict Negotiation				○	○	○	○	○	○	○		☐	☐
HSS 5	Responsible Conduct as a Group Member				○	○	○	○	○	○	○		☐	☐
VPA 1	Visual Art				○	○	○	○	○	○	○		☐	☐
VPA 2	Music				○	○	○	○	○	○	○		☐	☐
VPA 3	Drama				○	○	○	○	○	○	○		☐	☐
VPA 4	Dance				○	○	○	○	○	○	○		☐	☐

* These measures required for children with IEPs.

 © 2013-2016 California Department of Education – All rights reserved

DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Measures at-a-Glance

Preschool Comprehensive View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning –Self-Regulation	ATL-REG	1	Attention Maintenance	1
		2	Self-Comforting	2
		3	Imitation	3
		4	Curiosity and Initiative in Learning	4
		5	Self-Control of Feelings and Behavior	5
		6	Engagement and Persistence	6
		7	Shared Use of Space and Materials	7
Social and Emotional Development	SED	1	Identity of Self in Relation to Others	8
		2	Social and Emotional Understanding	9
		3	Relationships and Social Interactions with Familiar Adults	10
		4	Relationships and Social Interactions with Peers	11
		5	Symbolic and Sociodramatic Play	12
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)	13
		2	Responsiveness to Language	14
		3	Communication and Use of Language (Expressive)	15
		4	Reciprocal Communication and Conversation	16
		5	Interest in Literacy	17
		6	Comprehension of Age-Appropriate Text	18
		7	Concepts About Print	19
		8	Phonological Awareness	20
		9	Letter and Word Knowledge	21
		10	Emergent Writing	22
English Language Development	ELD	1	Comprehension of English (Receptive English)	23
		2	Self-Expression in English (Expressive English)	24
		3	Understanding and Response to English Literacy Activities	25
		4	Symbol, Letter, and Print Knowledge in English	26
Cognition, Including Math and Science	COG	1	Spatial Relationships	27
		2	Classification	28
		3	Number Sense of Quantity	29
		4	Number Sense of Math Operations	30
		5	Measurement	31
		6	Patterning	32
		7	Shapes	33
		8	Cause and Effect	34
		9	Inquiry Through Observation and Investigation	35
		10	Documentation and Communication of Inquiry	36
		11	Knowledge of the Natural World	37
Physical Development –Health	PD-HLTH	1	Perceptual-Motor Skills and Movement Concepts	38
		2	Gross Locomotor Movement Skills	39
		3	Gross Motor Manipulative Skills	40
		4	Fine Motor Manipulative Skills	41
		5	Safety	42
		6	Personal Care Routines: Hygeine	43
		7	Personal Care Routines: Feeding	44
		8	Personal Care Routines: Dressing	45
		9	Active Physical Play	46
		10	Nutrition	47
History–Social Science	HSS	1	Sense of Time	48
		2	Sense of Place	49
		3	Ecology	50
		4	Conflict Negotiation	51
		5	Responsible Conduct as a Group Member	52
Visual and Performing Arts	VPA	1	Visual Art	53
		2	Music	54
		3	Drama	55
		4	Dance	56

 © 2013-2016 California Department of Education – All rights reserved

BLANK PAGE

 © 2013-2016 California Department of Education – All rights reserved

ATL-REG 1: Attention Maintenance

Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Middle	Later	Earlier
Attends or responds briefly to people, things, or sounds	**Shifts attention frequently from one person or thing to another**	**Maintains attention, on own or with adult support, during brief activities**	**Maintains attention, with adult support, during activities that last for extended periods of time**	**Maintains attention on own during activities that last for extended periods of time**	*There are no later levels for this measure*		
Possible Examples • Pays attention to a moving mobile. • Quiets to the voice of a familiar person. • Gazes at the smiling face of a familiar person.	• Turns attention toward an interesting toy, then back to an adult or a child. • Actively shifts interest from one child to another playing close by. • Drops one thing in order to reach for another.	• Briefly watches other children playing and then resumes play with a toy. • Resumes playing at sand table when an adult joins in digging. • Dumps toy animals from container, puts animals back in the container, and then dumps them out again.	• Listens to a book from beginning to end and then gestures for an adult to read it a second time. • Starts working on a simple puzzle with an adult and continues when the adult steps away briefly. • Continues playing with toy cars, adding a bridge offered by an adult sitting nearby.	• Makes a pile of pretend pancakes with play dough on own and then offers them to peers. • Builds multiple towers with interlocking blocks. • Looks through several books on own in library corner during the morning. • Listens to audio books while looking at enlarged pictures related to the story on a screen, on own, during the morning.			

◯ Child is emerging to the next developmental level

◯ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

ATL-REG 2: Self-Comforting

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

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Middle	Later	Earlier
Responds to internal or external stimulation in basic ways	**Engages in behaviors that have previously worked to soothe self**	**Comforts self by seeking a familiar adult or a special thing**	**Comforts self in different ways, based on the situation**	**Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways**	*There are no later levels for this measure*		
Possible Examples • Cries when hears a loud noise. • Closes eyes when taken into bright sunlight. • Brings fist to mouth and fusses when hungry.	• Sucks thumb or fist to soothe self. • Turns away from sensory experiences such as loud noises, bright lights, or specific textures. • Nuzzles face into a blanket or a familiar adult's shoulder when unfamiliar adults approach.	• Retrieves a familiar object, such as a blanket, to soothe self when upset. • Gestures "up" to a familiar adult to be picked up when sleepy. • Seeks contact with a familiar adult when a toy is taken by another child.	• Softly hums or vocalizes to self when lying down for naptime. • Goes to cubby and gets a photo of family when upset after a parent leaves. • Seeks out a cozy place to get away from active play of other children. • Remains seated in a small group activity while manipulating a favorite toy.	• Asks what's going to happen next, to get ready to transition to a new activity. • Requests favorite book to read with parent before the parent leaves. • Moves away and covers ears when an adult brings out a vacuum to clean spilled sand on the floor.			

◯ Child is emerging to the next developmental level

◯ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

ATL-REG 3: Imitation

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

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Middle	Later	Earlier
Responds to facial expressions or vocalizations in basic ways	**Imitates approximations of single simple actions or sounds when interacting with others**	**Imitates actions, *or* Repeats familiar words or gestures by others when interacting with them**	**Imitates a few actions, *or* Repeats familiar actions or words experienced at an earlier time**	**Imitates multiple steps of others' actions, *or* Repeats phrases, experienced at an earlier time**	*There are no later levels for this measure*		
Possible Examples							
• Pays attention to vocalizations from an adult, such as cooing, heard during an interaction. • Attends to an adult's face during an interaction. • Orients toward the gestures of a familiar adult.	• Makes a sound like "Mmmmm" after an adult makes the "Mmmmm" sound during feeding. • Smiles when an adult smiles. • Widens eyes and raises eyebrows after observing these movements on an adult's face during an interaction.	• Opens and shuts hands as an adult leads open-shut-them finger play. • Raises arms in the air, following an adult's actions, during a game of "So big!" • Communicates, "Bye-bye," and waves, after an adult communicates, "Bye-bye," and waves.	• Holds a toy telephone to ear and says, "Hello." • Places doll in front of a toy shopping cart and wheels it around the room, placing objects in the cart. • Engages in exercise movements that adults typically do. • Wraps a teddy bear in a blanket and communicates, "Night-night."	• Communicates, "Be safe," (using adult intonation) when friends begin to move too fast through the classroom. • Pretends to cook a meal by taking out play food and pots, turning on a toy stove, and stirring the pots with a spoon. • Dresses up with fancy shoes and clothes in dress-up area, and communicates, "It's time to party."			

◯ Child is emerging to the next developmental level

◯ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

ATL-REG 4: Curiosity and Initiative in Learning

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

ATL-REG 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

ATL-REG 6: Engagement and Persistence

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
	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.	• 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.	• 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.	• 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.	• Continues to build a structure with interlocking blocks even when having difficulty finding the "right" pieces. • Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick. • Repeatedly tries to trace around own hand. • Completes an obstacle course using a walker, even on bumpy ground.	• Continues 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**

 © 2013-2016 California Department of Education – All rights reserved

ATL-REG 7: Shared Use of Space and Materials

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
	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.	• 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.	• 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.	• 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.	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

SED 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• Orients toward a familiar adult when own name is spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	• Communicates, "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.	• 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."	• Communicates, using communication board, "His hair is red!" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	• Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	• 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

 © 2013-2016 California Department of Education – All rights reserved

SED 2: Social and Emotional Understanding

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• 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.	• 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.	• 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?"	• 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."	• 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

 © 2013-2016 California Department of Education – All rights reserved

SED 3: Relationships and Social Interactions with Familiar Adults

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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."	• 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

 © 2013-2016 California Department of Education – All rights reserved

SED 4: Relationships and Social Interactions with Peers

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• Moves excitedly when another child comes near. • Reaches toward another child to gain attention. • Smiles at another child.	• 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.	• 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.	• 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.	• Builds a train track with two friends, taking turns connecting the track pieces. • Laughs and makes funny noises or faces with a friend while singing a song together. • Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.	• Invites friends to build a 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

SED 5: Symbolic and Sociodramatic Play

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Responds to people or objects in basic ways	**Explores people and objects in a variety of ways**	**Uses or combines objects in functional or meaningful ways**	**Pretends that an object represents another object or serves a different purpose**	**Engages in pretend-play sequences**	**Engages in pretend play with others around a shared idea**	**Engages in roles in pretend-play sequences with others**	**Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea**
Possible Examples							
• Cries in response to a loud voice. • Looks toward a lamp when it is turned on. • Moves arm in response to a touch.	• Reaches toward an adult's glasses. • Grabs a toy, shakes it, and then shakes it again. • Picks up a toy and mouths it. • Gazes intently at an adult's changing facial expressions.	• Rocks a doll in arms. • Uses a brush on a doll's hair. • Pushes a toy car along the floor. • Places objects from around the room in a toy shopping cart.	• Uses a stacking ring as a bagel. • Holds a rectangular block to ear and talks into it as if it is a phone. • Pretends that puzzle pieces are cookies.	• Pretends to be a doctor and takes care of a stuffed bear that is "sick." • Makes a pretend cake in the sandbox and offers a "taste" to an adult. • Makes a "pizza" out of play dough and puts it in the play oven. • Sits in a box, pretending it is a boat.	• Sits in a box with a peer, holding a "steering wheel," and communicates, "My turn to drive the bus." • Pours "coffee" for friends while seated together at a table in the dramatic play area. • Pretends to put out fires on the playground with others, using pretend hoses and wearing firefighter hats.	• Pumps arm while saying, "Whoo-whoo," and then collects "tickets" from seated "passengers." • Plays store, "scanning" items, placing them in bags, and collecting "money" from peers. • Uses a hose to "pump gas" as other children wait in line with their tricycles.	• Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play. • Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go. • Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• 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.	• 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."	• 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?"	• 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.	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

LLD 2: Responsiveness to Language

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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., eye gaze, gaze aversion, vocalization, movements)**	**Responds to a few frequently used words or gestures in familiar situations**	**Responds to simple comments that relate to a present situation**	**Responds to one-step requests or questions that involve a familiar activity or routine**	**Carries out a one-step request that relates to a new or an unfamiliar activity or situation**	**Carries out multi-step requests that involve a familiar activity or situation**	**Carries out multi-step requests that involve a new or unfamiliar activity or situation**
Possible Examples • Turns head or looks in direction of voices. • Sustains gaze at an adult's smiling face. • Quiets or orients in the direction of a sound or gesture. • Cries when child hears another child cry.	• Smiles in response to a familiar adult's voice or gestures. • Vocalizes in response to a familiar adult's voice. • Moves toward a familiar adult's extended arms. • Turns head and looks away after a familiar adult offers a bottle or food again.	• Reaches for a familiar object after it is named. • Communicates, "Bye-bye," in response to a parent waving and saying, "Bye-bye." • Signs, "More," after an adult asks, "More milk?"	• Looks up at sky after an adult communicates, "There's an airplane." • Moves toward the sandbox after an adult says, "I see new toys in the sandbox." • Communicates, "Okay," after an adult says, "Your friend wants to play, too." • Calms when adult communicates, "Your turn is next."	• Picks up sand toys after an adult says, "Please pick up the sand toys." • Brings a watering can to the garden after a peer asks, "Want to water?" • Brings shoes after an adult requests, "Bring me your shoes. I'll help you put them on." • Uses a communication board to make a choice when an adult says, "Tell me what you would like to do next." • Communicates, "Yo," ["Me," in Spanish], after an adult asks, "Who is the helper for snack?"	• Puts compostable cup into compost bin recently added to the room after adult communicates, "Please put your cup in the compost bin." • Follows simple direction to tag another child when learning a new game. • Gets drum after adult communicates, "Let's get ready for the new music teacher."	• Puts toy in cubby and goes to rug when adult communicates it is time to put your toy in the cubby and go to the rug for story time. • Follows the steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands. • Follows adult's request to "push your chair in, put your book in the cubby, and wash your hands."	• Chooses a book and then carries it to the library counter after an adult says, "Find a book and take it to the library counter." • Gathers different materials from outside, brings them inside, and places them on a table, as suggested by an adult, to create a nature display. • Cares for a new pet for the first time by providing clean water, food, and fresh shavings for a guinea pig, after being told the steps by a peer.

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• Smiles when a familiar person approaches. • Cries or looks at an adult when hungry. • Vocalizes or babbles while interacting with an adult.	• 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.	• 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.	• 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.	• 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.	• 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.)	• 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.)	• 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

 © 2013-2016 California Department of Education – All rights reserved

LLD 4: Reciprocal Communication and Conversation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
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.	• Smiles at an approaching familiar adult. • Makes sounds when a familiar adult stops talking. • Reaches toward a familiar adult.	• 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.	• 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?"	• 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."	• 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.	• Communicates, "That's my family," while looking at a photo with a peer. When the peer says, "You have two sisters," responds, "I have a big sister, and that's my baby sister." • Responds to an adult's comments about animals that live in the zoo, "Fui al zoológico," ["I went to the zoo," in Spanish]. When an adult replies, "There are lots of animals in the zoo," child says, "Los caimanes son los animales que más me gustan," ["I like the alligators best," in Spanish] and continues to converse about other animals at the zoo. • Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When peer responds, "Yeah, really hairy," child continues, "He has lots of legs, too."	• 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.	• Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow. • Has a conversation with a peer before and while building a fort, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it. • Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.

** Conversations can include communication using sign language or alternative communication systems.*

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

LLD 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Attends or responds to people or things in basic ways	**Plays with books; *and* Responds to other literacy activities**	**Attends briefly to a familiar adult reading books, singing songs, or saying rhymes**	**Looks at books on own briefly, *or* Chooses to join reading, singing, or rhyming activities led by an adult**	**Looks at books page by page, *or* Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult**	**Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games**	**Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story**	**Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests**
Possible Examples • Quiets to the sound of a familiar voice. • Moves in response to an approach by a familiar adult. • Orients to an adult's face or voice during a caregiving routine.	• Interacts with a cloth or board book by holding or mouthing it. • Pats a textured board book. • Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, "Pat-a-Cake" or "Los cinco deditos," ["Five Little Fingers," a finger play in Spanish].	• Looks at pictures in a book for a short time while a familiar adult reads the book. • Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page. • Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult. • Touches textured or tactile content on pages of a book as an adult is reading the book.	• Joins a group doing a simple finger play led by an adult. • Points at a picture when joining an adult who is reading a book, newspaper, or tablet. • Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.	• Pretends to read a book from start to finish. • Explores a book with Braille and tactile content with hands. • Sings some words of a familiar song, from beginning to end, with an adult.	• Asks questions or communicates about why something happened in a story. • Starts a song or rhyme with others while playing outside. • Uses finger puppets while reciting a familiar rhyme.	• Uses flannel-board pieces to retell parts of a story after story time. • Retells a familiar story to a peer while pretending to read from a book. • Uses a communication device to tell the sequence of events in a favorite story. • Pretends to be a character from a story, using props.	• Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies). • Asks for help finding a book about bugs after a nature walk. • Participates, with others, in using the computer to create a story about a class trip. • Makes up own version of rhyming song with peers' names.

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

LLD 6: Comprehension of Age-Appropriate Text

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*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**
			• 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

 © 2013-2016 California Department of Education – All rights reserved

LLD 7: Concepts About Print

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Explores books**	**Engages with print materials while being read to by an adult**	**Demonstrates awareness of the way books are handled**	**Demonstrates understanding that print and symbols carry meaning**	**Demonstrates understanding of how to follow print on a page of text**	**Demonstrates understanding that print is organized into units, such as letters, sounds, and words**
			• Opens and closes a book. • Touches the pages of a book when looking at a book on own. • Holds or carries a book. • Brings book to adult.	• Points to pictures in a book while an adult reads the book aloud. • Asks, "What's that?" when pointing to a picture in a book. • Lifts tabs in an interactive book while being read to by an adult.	• Picks up a book, opens it up, and then turns it right side up. • "Reads" to self, attempting to turn pages from front to back. • Turns pages of an adapted book, using ice pop stick handles.	• Points at a stop sign and then communicates, "That means stop," while on a neighborhood walk. • Points to the print while pretending to read a page with both print and pictures. • Requests that an adult write words next to a picture the child has drawn.	• Moves fingers along print, from one end of the page to another. • Points to the first word on a page and then communicates, "Bắt đầu ở đây," ["Start here," in Vietnamese]. • Points to the words on the front cover of the book or title page and communicates that it is the name of the book. • Follows along Braille text with both hands.	• Communicates, "There are two words on this sign," while looking at a sign with the words "Writing Center." • Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as "corn," "milk," and "bread." • Communicates that the first letter or sound of a peer's name is the same as the first letter or sound of child's own name.

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

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

 © 2013-2016 California Department of Education – All rights reserved

LLD 8: Phonological Awareness

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*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**
			• Turns toward adult when adult sings a song. • Looks at adult's hands when adult signs "more." • Attends to adult saying, "bye-bye."	• 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.	• 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."	• 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.	• 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?"	• Communicates, "Cup," at the snack table, after an adult says, "I have a *c–up*. What do I have?" • Communicates, "Ice," after an adult asks what word is left when the *m–* is removed from the word "*mice*," while playing a word game. • Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say '*dog*'?" while looking at pictures of dogs together.

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

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

 © 2013-2016 California Department of Education – All rights reserved

LLD 9: Letter and Word Knowledge

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

Mark the latest developmental level the child has mastered:

	Responding		Exploring			Building			Integrating
	Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples			*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**
				• 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."	• 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.	• Holds up hand or communicates, "Me," when an adult holds up a sign with child's name. • Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs. • Communicates, "I found the same letter," when playing a letter matching game in print or Braille.	• Names some letters while looking at an alphabet book. • Points and names some letters in an alphabet puzzle. • Identifies some letters in Braille.	• Names at least ten letters while placing them on a magnet board. • Copies the word "*cat*" and communicates that it says "cat" (letters may not be written accurately). • Says, "Fish," after reading the word in Braille.	• Communicates, "Hay dos letras A en mi nombre, una A grande y una a pequeña," ["I have two As in my name, one big A and one little a," in Spanish] when reading own name, Anna, on cubby. • Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book. • Communicates, "Ball starts with B," after hearing the word "*ball*" in a story. • Looks at the word "*mat*" in large print and says "m" (letter sound).

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

 © 2013-2016 California Department of Education – All rights reserved

LLD 10: Emergent Writing

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*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**
			• 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.	• 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.	• 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.	• 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."	• 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.	• 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**

 © 2013-2016 California Department of Education – All rights reserved

ELD 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Discovering Language ◯	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.	• Adds a block to the top of a tower in response to a question in the child's home language, "Can you make it taller?" • Passes a book to another child when requested in the child's home language, having not responded to the same request in English. • Seeks out and plays with peers who speak the child's home language, while in the dramatic play area.	• Pauses to listen to peers speaking English for a short period of time while playing in the sandbox. • 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."	• 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].	• 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."	• 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

 © 2013-2016 California Department of Education – All rights reserved

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

Child shows increasing progress toward fluency in speaking English

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Discovering Language ⬭	Discovering English ⬭	Exploring English ⬭	Developing English ⬭	Building English ⬭	Integrating English ⬭
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.	• 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.	• 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.	• 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.	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

ELD 3: Understanding and Response to English Literacy Activities

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

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Discovering Language ⬭	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.	• 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.	• 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.	• 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.	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

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

Child shows an increasing understanding that print in English carries meaning

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Discovering Language ⬭	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.	• Shows an adult a book and requests, "Mố có thố đốc cho con nghe quyốn 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.	• Points to a caption written in English under a picture and asks an adult, in home language, what it says. • Points to the printed word "flower" under a picture of a flower and says, in home language, "That says 'flower.'" • Gestures to the title of a book about trucks and communicates to an adult, in home language, "This book is about trucks."	• Asks, in home language or in English mixed with home language, "What letter is this?" while pointing to the first letter of own name on cubby label. • Communicates in English, "M," while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M). • Gestures toward the letter O on a peer's name tag after drawing an O in a sand tray.	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

COG 1: Spatial Relationships

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

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle	Later	Earlier
Moves body parts in basic ways	**Attends or responds as objects, people, or own body move through space**	**Explores how self or objects fit in or fill up different spaces**	**Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities**	**Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space**	*There are no later levels for this measure*		
Possible Examples • Moves hand to mouth. • Lifts head from an adult's shoulder. • Stretches while lying on back.	• Turns toward an adult who enters the room. • Watches and tracks a moving object. • Lifts arms toward an adult as the adult reaches down to pick child up.	• Tries to squeeze body between a chair and the legs of a table to get a toy. • Fills a purse or bucket, sometimes until it is overflowing. • Rotates a puzzle piece that has a large knob, while trying to fit it into a space on a wooden puzzle.	• Attempts to put a star-shaped piece into the square-, triangle-, and star-shaped openings of a shape sorter. • Repeatedly rolls various objects down a ramp. • Changes directions to move around several obstacles while pushing a toy shopping cart. • Uses hands to explore shape outlines in a puzzle board, and then explores puzzle pieces with hands to fit pieces into the puzzle board.	• Chooses puzzle pieces that are approximately the right size and shape to fit into a puzzle. • Stacks a few nesting cups on top of each other to create a tower, with the largest cup on the bottom and smaller ones on top. • Maneuvers a ride-on toy (without pedals) around people and objects on the playground, sometimes bumping into things. • Moves around people and objects in the classroom, using a mobility aid, such as a walker.			

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

COG 2: Classification

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• 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?"	• 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.	• 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.	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

COG 4: Number Sense of Math Operations

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
	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.	• 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.	• 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.	• 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 mốt cái và bốn có mốt cái," ["I have one and you have one," in Vietnamese].	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

COG 5: Measurement

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples	*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 nonstandard units (e.g., footsteps, blocks)**
		• 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.	• 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.	• 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."	• 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.	• 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.	• 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**

 © 2013-2016 California Department of Education – All rights reserved

COG 6: Patterning

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
	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.	• 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."	• 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?*	• 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).	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

COG 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
	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.	• 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.	• 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.	• 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.	• 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.	• 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**

 © 2013-2016 California Department of Education – All rights reserved

COG 8: Cause and Effect

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Responds or shows anticipatory excitement to people, objects, or actions	**Repeats actions that have effects**	**Tries out different behaviors to cause effects**	**Searches for possible causes of actions, events, or behaviors**	**Acts on objects to cause a specific result**	**Acts in ways that take into account an anticipated result**	**Offers possible explanations for why certain actions or behaviors result in specific effects**	**Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results**
Possible Examples							
• Widens eyes or opens mouth when a bottle or breast is presented. • Quiets in response to an adult's voice. • Orients to a music toy nearby.	• Shakes a rattle, pauses, then shakes it again. • Kicks repeatedly at a mobile to make it move. • Vocalizes, gains a familiar adult's attention, and vocalizes again.	• Pulls an adult's hand to child's face to continue a game of peek-a-boo. • Makes a game of pushing different objects off a table, watching or listening as they fall. • Presses different buttons on a toy and notices what happens.	• Tries to turn a doorknob after watching an adult open and close the door. • Looks up in the sky and points when hearing a loud noise from a plane flying overhead. • Pushes on different parts of a toy to try to make music turn on again.	• Pours water into a water wheel to make it spin. • Puts a toy car in a tube and watches it roll out the other end when the tube is tilted. • Pulls or directs an adult to pull a tab in an interactive book.	• Puts hands over ears before someone pops a balloon or makes another type of loud noise. • Requests a hat before going outside on a bright day. • Yells out when observing a toy about to fall from a shelf. • Gets rocks to hold paper down during an outdoor art activity on a windy day.	• Communicates, "The ice melted and made water because it's hot in the sun." • Points to wilted leaves on a plant and communicates that the plant needs water. • Communicates that the lettuce in the garden is all gone and that maybe a rabbit ate it. • Uses communication device to describe how a plant grows from a seed.	• Communicates, "If I kick the ball harder, it will go really far!" during outdoor play. • Enlarges the base of a block tower by replacing small blocks with large blocks after the tower keeps falling over. • Communicates to a peer about how to feed the fish: "We have to give it a little bit of food every day. If we give it too much, it will get sick."

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

COG 9: Inquiry Through Observation and Investigation

Child *observes*, explores, and *investigates* objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Responds to people, things, or sounds	**Attends to responses of objects and people that result from own actions**	**Shows interest in people or things in the environment**	**Engages in simple purposeful explorations of familiar objects in the environment**	**Engages in sustained explorations**	**Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions**	**Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)**	**Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest**
Possible Examples							
• Notices and gazes at own hand. • Orients toward a person who comes into view or begins talking. • Looks at a mobile.	• Makes a sound and then waits for adult's response. • Mouths an object and then looks at it. • Bangs objects one at a time and then observes what happens each time.	• Bangs a drum with hands repeatedly. • Touches hair of another child. • Watches intently as an adult prepares snack.	• Drops rocks into water and watches what happens. • Follows a trail of ants to see where they are going. • Stacks blocks to see how high they can go before falling over. • Explores how a wind-up toy works that has been placed on the child's lap.	• Watches a new fish in the tank closely for several minutes, then calls a peer over to watch the fish, too. • Digs "road" in sand, pours in water, and then checks to see if water ran to the end. • Notices a drooping plant and comments, "How can we make it better?" and tries different ways to support it, such as holding it or leaning it against something. • Picks up a snail after observing it for a while. Then asks, "Where did its head go?" when the snail goes into its shell.	• Indicates that a "roly-poly" bug will roll up into a ball if touched, and then checks by touching it. • Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult. • Predicts that paint will turn purple while watching an adult mix together blue and red paint.	• Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier. • Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first. • Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.	• Asks an adult, "How do you know if a fruit is really a fruit?" After adult responds that fruit have seeds, plans with adult to open up several different types of fruits to see if they all have seeds. • Participates in making a chart to compare change, over time, in the growth of bean plants, and communicates, "I think this bean plant grew taller because it got more sun next to the window." • Participates in setting up a chart to observe how long it will take for a caterpillar to create a cocoon and turn into a butterfly.

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

COG 10: Documentation and Communication of Inquiry

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier	Later	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
	There are no earlier levels for this measure	**Identifies objects or events in the environment**	**Communicates simple observations about objects or events in the environment**	**Communicates similarities or differences in the characteristics of objects**	**Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations**	**Includes details when recording observations or investigations**	**Participates in recording detailed information by tallying, charting, simple graphing, or making complex drawings;** ***and*** **Communicates about findings, related ideas, or simple explanations**
Possible Examples		• Points to bunny in its pen, then points to picture of a bunny. • Touches toy oven and communicates, "hot." • Communicates, "Lunch!" after observing plates of food come to the table.	• Watches a bird outside, gets an adult's attention, and then pretends to be a bird by flapping arms and making sounds like a bird. • Walks through a puddle, stomping feet hard to splash the water, and communicates that child can make a big splash. • Communicates, "La pelota es grande," ["The ball is big," in Spanish] while trying to pick up a large beach ball.	• Gathers several rocks while outside and indicates which are heavy and which are light. • Communicates, "This one has a leaf, but that one doesn't," after an adult asks, "How are our plants doing?" • Communicates, "The grapefruit is big. The lemon is small." • Uses sign language to describe what a worm feels like and what a caterpillar feels like.	• Looks at an ant through a magnifying glass, and then draws a simple picture of what it looked like. • Holds and looks at a caterpillar closely, and asks an adult to write down, "It's wiggling. It tickles." • Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.	• Draws a picture of a butterfly and communicates about its body parts, showing the head, legs, and four wings. • Glues pumpkin, watermelon, and apple seeds on a page and communicates which is biggest and which is smallest. • Observes a bird nest and tries to create a model nest, using clay, twigs, and other materials.	• Draws a picture of a recent rainstorm, including clouds, slanted raindrops, puddles, and lightning, and shares it with peers. • Collaborates in collecting data, using tally marks to show objects that stick to a magnet and objects that do not, and shares results in a discussion facilitated by an adult. • Sorts flannel-board animals into two columns—animals that live in the water and animals that live on land—and communicates, "Some animals that live in the water have fins."

⬭ **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**

 © 2013-2016 California Department of Education – All rights reserved

COG 11: Knowledge of the Natural World

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Attends to people, objects, or events	**Interacts with objects or people**	**Shows interest in the characteristics of living or nonliving things in the environment**	**Explores how objects in the natural world will behave or function**	**Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)**	**Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth)**	**Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)**	**Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)**
Possible Examples • Looks at the movement of a mobile. • Quiets when an adult moves close. • Orients in the direction of a sound, touch, or gesture.	• Shows pleasure during a playful interaction with adult during feeding. • Mouths object. • Makes repeated attempts to grab at a family pet's fur.	• Touches the leaves of a plant. • Looks around when hearing a cat "meow." • Rubs hands over a smooth rock during outdoor play. • Goes to cage where classroom pet is kept.	• Taps a rock on another rock, then on the pavement. • Pours sand through a funnel. • Walks through a puddle, stomping feet hard to splash the water. • Watches a frog, then moves back when the frog jumps.	• Touches wet ground and communicates, "Muddy." • Communicates that a worm is long and wiggly. • Identifies different animal sounds when visiting a zoo or farm.	• Communicates, "My puppy likes to eat a lot because he's growing and getting bigger." • Observes that the water is below the roots in a sweet-potato jar and adds more water. • Wants to know who will feed the fish over the weekend.	• Communicates, "The clouds are moving so fast. They cover the sun and then I can't see it." • Communicates that lemons are sour and oranges are sweet, when tasting lemons and oranges. • Communicates, "You find worms in the dirt and bees on the flowers."	• Feeds a rabbit and then explains, "它要長大需要吃青菜. 所有動物都要吃東西," ["It needs lettuce to grow. All animals need food," in Chinese]. • Comments, while sorting through a collection of rocks and shells, "Animals live in shells, but not in rocks." • Communicates, "Fish can breathe underwater, but we have to hold our breath." • Communicates that a friend fell down and hurt a knee and that the knee has to be covered until it is all better.

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

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

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• 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.	• 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.	• 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."	• 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.	• 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

 © 2013-2016 California Department of Education – All rights reserved

PD-HLTH 2: Gross Locomotor Movement Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg). • Crouches down and then jumps forward using both legs. • Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.	• Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg). • Changes direction and stops quickly and easily while running. • Swings arms back and then forward in preparation for jumping. • Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.

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

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

 © 2013-2016 California Department of Education – All rights reserved

PD-HLTH 3: Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor *manipulative skills* (e.g., reaching, kicking, grasping, throwing, and catching)

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• Kicks against a nearby object. • Rolls onto side, toward an object, while lying on a blanket. • Reaches toward a familiar adult, using both arms.	• 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.	• 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.	• 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.	• Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion. • Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp. • Swings leg back to kick a stationary ball while standing in place. • Hands out carpet squares to peers at circle time, sometimes dropping them.	• Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it. • Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), pausing briefly between stepping and kicking. • Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.	• Uses hands to catch a beanbag tossed to either side of the body. • Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk. • Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.	• Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net. • Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left food forward, right arm back), maintaining balance. • Bounces a ball several times while walking.

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

PD-HLTH 4: Fine Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	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.	• Holds a stuffed toy against body. • Pulls an object closer, using a raking motion. • Pushes hands against an adult.	• 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.	• Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb.	• 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.	• 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.	• 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.	• 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.	• 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**

 © 2013-2016 California Department of Education – All rights reserved

PD-HLTH 5: Safety

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Reacts to unpleasant stimulation or events in basic ways	**Responds to situations that make child feel unsafe**	**Seeks to make contact with familiar adult**	**Follows adults' guidance about basic safety practices**	**Follows basic safety practices, with close adult supervision**	**Follows basic safety practices on own in familiar environments, with occasional adult reminders**	**Applies basic safety practices on own across different situations**	**Communicates an understanding of some safety practices to others**
Possible Examples • Startles after hearing a loud noise. • Closes eyes in response to a bright light. • Cries when touched by a cold washcloth.	• Turns away from a loud noise. • Clings to a familiar adult after the adult's grip loosens while child is being carried. • Cries when an unfamiliar adult approaches.	• Turns away from an unfamiliar adult and moves toward a familiar adult. • Looks to a familiar adult before moving down a ramp. • Cries and looks for a familiar adult for comfort after falling down.	• Stops running and walks after a familiar adult communicates, "Use walking feet." • Pats the classroom pet gently when a familiar adult communicates, "Gentle touches." • Accepts a familiar adult's hand and holds it when requested to before crossing the street.	• Stops and reaches for an adult's hand when approaching a crosswalk. • Tries to buckle own seat belt as an adult buckles other children in a multi-child stroller. • Seeks adult assistance to use a step stool in order to obtain an object out of reach.	• Cleans up spills during a cooking activity. • Waits turn to climb ladder on outside play equipment, with an adult reminder. • Slows tricycle as a peer approaches.	• Stays behind the boundaries set up by adults to designate the swing-set area. • Follows classroom safety rules when using scissors, such as holding scissors with blade pointed down. • Brings helmet for an adult to put on child's head before riding a tricycle on a family walk.	• Explains, "I wait for the walk sign and hold my mom's hand before I cross the street." • Holds out arm to stop a peer from walking through a spill on the floor. • Communicates, "Slow down! No running inside!" to a peer.

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

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

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

 © 2013-2016 California Department of Education – All rights reserved

PD-HLTH 6: Personal Care Routines: Hygiene

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Responds in basic ways during personal care routines that involve hygiene	**Responds in ways that demonstrate awareness of a hygiene routine**	**Anticipates one or two steps of a hygiene routine**	**Participates in own hygiene routines, with an adult**	**Carries out some steps of own hygiene routines, with specific adult guidance or demonstration**	**Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them**	**Initiates and carries out most steps of familiar hygiene routines on own**	**Initiates and completes familiar hygiene routines on own**
Possible Examples • Looks at an adult's face, or quiets, during a diaper change. • Closes eyes when face is washed. • Kicks legs during a diaper change.	• Attends to an adult's actions during diapering routine. • Grabs for the washcloth as an adult washes child's face. • Shows excitement during bathtime.	• Pulls at diaper or pants when diaper needs to be changed. • Puts hands under a faucet before an adult starts to turn on the water. • Turns head toward or away from a tissue when an adult tries to wipe child's nose.	• Communicates to an adult the need for help with toileting or for a diaper change. • Rubs hands together under a faucet after an adult turns the water on. • Tries to blow nose into a tissue held by an adult. • Lines up at sink to wash hands before lunch time.	• Uses toilet (pulls down pants, sits, etc.), but may need an adult's assistance with wiping. • Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands. • Gets own toothbrush and gives it to an adult after meals when asked.	• Uses the toilet on own, and flushes after adult reminder. • Washes and partially dries hands, and then dries them completely when suggested to by an adult. • Takes toothbrush after an adult puts on toothpaste, begins to brush teeth, but needs to be reminded to brush teeth in the back of the mouth.	• Uses toilet on own, sometimes forgetting to do one step, such as washing hands. • Washes hands before eating and usually remembers to use soap. • Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.	• Uses toilet on own, completing all steps, including washing hands. • Coughs and sneezes into elbow most of the time. • Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

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

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

 © 2013-2016 California Department of Education – All rights reserved

PD-HLTH 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭
Responds in basic ways during feeding	**Shows interest in participating in the process of being fed**	**Feeds self some finger food items**	**Feeds self some foods using a spoon and cup, sometimes needing help**	**Feeds self a wide variety of foods using a spoon, fork, and an open cup**	**Serves self or others by scooping or pouring from containers**	**Prepares simple foods to serve to self or others**
Possible Examples • Turns toward an adult's touch during feeding. • Sucks on the nipple of a bottle or breast. • Gazes at or nuzzles up to an adult when feeding.	• Closes lips around food on a spoon. • Puts one or both hands on a bottle or breast while being held during feeding. • Reaches for a spoon while being fed. • Shows excitement as an adult approaches with a bottle or bowl.	• Feeds self small pieces of food, such as cereal or cheese, with fingers or whole hand. • Holds and bites a banana. • Picks up and eats crackers from a tray.	• Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping. • Drinks from a cup while an adult guides the cup. • Uses a spoon to eat dry cereal from a bowl, sometimes dropping cereal pieces.	• Uses a child-sized fork to pierce food. • Drinks water from a small open cup. • Uses adaptive utensils to feed self a meal when positioned functionally.	• Serves self from a serving bowl, using a large spoon, while someone else holds the bowl. • Pours from a small pitcher, with some spilling. • Uses a scoop to fill small bowls with cereal for snack time.	• Spreads jelly on bread with a small spatula to make a sandwich. • Cuts foods with a small plastic knife. • Takes the shell off of a hard-boiled egg.

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

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

 © 2013-2016 California Department of Education – All rights reserved

PD-HLTH 8: Personal Care Routines: Dressing

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

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building		Integrating
Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯	Later ◯	Earlier ◯
Responds in basic ways during dressing	**Responds in ways that demonstrate awareness of a dressing routine**	**Anticipates one or two steps of a dressing routine**	**Participates with adult in dressing self**	**Puts on clothing that is simple to manipulate, sometimes with adult assistance**	**Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)**	**Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)**
Possible Examples						
• Cries or fusses when diaper is changed. • Looks at adult while being dressed. • Blinks eyes as clothing is placed over head.	• Shifts body as an adult puts a clean diaper on child. • Squirms to avoid having shirt being pulled over the head while being dressed. • Allows an adult to move child's arms while removing child's jacket.	• Extends arms out when an adult approaches with a jacket. • Leans toward an adult while a shirt is being put on child. • Sits down and extends feet for an adult to put shoes on child.	• Pushes arms through the sleeves of a shirt held by an adult. • Lifts smock for an adult to pull it over child's head. • Slips foot into shoe while an adult holds it open. • Lifts one leg, then the other, while an adult guides child's legs into pants.	• Puts legs through pant legs with adult assistance, and then pulls up pants on own. • Puts on own jacket as an adult holds it open or lays it out. • Puts feet into shoes on own. • Pulls on loose-fitting socks on own.	• Zips own jacket up, but needs adult assistance with starting the zipper. • Puts on own socks and shoes, but needs shoes tied or tabs fastened. • Changes into T-shirt and sweatpants on own after water play.	• Puts on own shoes and fastens tabs. • Buttons own jacket. • Zips and snaps own pants.

◯ Child is emerging to the next developmental level

◯ Unable to rate this measure due to extended absence

 © 2013-2016 California Department of Education – All rights reserved

PD-HLTH 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Engages in brief instances of physical play**	**Engages in active physical play for short periods of time**	**Engages in active physical activities or play for moderate amounts of time**	**Engages in active physical activities or play for sustained amounts of time**	**Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity**	**Seeks to engage in active physical activities or play routinely, with increased intensity and duration**
			• Pushes a wheeled toy for a short distance. • Climbs up a small slide, sits down, slides, and then goes to another activity. • Puts toys in a wagon and pulls the wagon around the room. • Lies prone on a scooter board and uses hands to push self around the room.	• Hops with two feet, pauses, and then hops again, while pretending to be a bunny. • Runs to the ladder of a slide outdoors, climbs the ladder, and slides. • Holds a drum and marches with a peer during part of a song.	• Jumps, moves, and waves a streamer in different ways while moving around the playground in a parade. • Joins in a dance started by a peer and then dances until the song ends. • Climbs up and down around a climbing structure several times.	• Joins a group of peers kicking and chasing a soccer ball around a play yard. • Rides around the bike trail several times. • Races to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair).	• Rides around the bike trail several times, increasing speed to pass a peer. • Dances to several different songs, moving slowly, then quickly, in response to changes in music. • Kicks a soccer ball back and forth with a peer, sometimes running faster and sometimes running slower, during most of the time during outdoor play.	• Creates an obstacle course with peers and challenges others to see who can move the fastest through the course two times. • Joins a group of children playing chase, while propelling own wheelchair. • Initiates a dance activity, keeping up with a fast beat until the music ends.

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

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

 © 2013-2016 California Department of Education – All rights reserved

PD-HLTH 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Shows a preference for several favorite foods**	**Shows interest in a variety of foods**	**Recognizes or identifies a variety of foods**	**Demonstrates knowledge of the characteristics of a variety of foods**	**Shows awareness that some foods are more healthful than others**	**Communicates simple explanations about the healthfulness of different food choices**
			• Selects a banana when offered choice between a banana and a cracker. • Selects applesauce when offered a choice between applesauce and yogurt. • Points or gestures towards milk when offered a choice between water and milk.	• Accepts a variety of foods offered from a serving plate. • Explores unfamiliar foods that are placed on a plate. • Observes others' reactions when they eat food items that are unfamiliar to child.	• Communicates, "Me gustan las bananas y las manzanas," ["I like bananas and apples," in Spanish] when selecting bananas and apples from a plate of sliced fruit. • Identifies several pretend food items when playing restaurant with a peer. • Makes different pretend food items, such as a tortilla and a pizza, with play dough.	• Communicates, "This rice is sticky." • Communicates, "I like mangos. They're sweet." • Purses lips together and shakes head, "No," when offered a slice of lemon to taste while making lemonade.	• Communicates, during pretend play, "First we eat vegetables, and later we can have dessert." • Chooses primarily pictures of fruits and vegetables to create a collage of healthful foods. • Chooses to drink water instead of lemonade during snack time.	• Tells a peer, "Milk is good for my teeth." • Brings pretend soup to a peer who is pretending to be ill, to make the peer feel better. • Communicates, "Sabi ng mama ko ay lalaki ako at lalakas kung kakain ako ng beans," ["My mama said that I will grow big and strong if I eat my beans," in Tagalog]. • Communicates, "Broccoli is good for you," when eating broccoli.

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

 © 2013-2016 California Department of Education – All rights reserved

HSS 1: Sense of Time

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Participates in the steps of a familiar routine or activity**	**Anticipates familiar routines, people, activities, or places**	**Communicates about or acts out events that just happened;** ***and*** **Asks about activities that will happen soon**	**Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen**	**Relates past events to one another or to the present;** ***and*** **Plans for the near future**	**Distinguishes what happened a long time ago from what happened in the recent past,** ***or*** **Distinguishes what will happen in the near future from what will happen much later**
			• Goes to wash hands when other children go to wash hands. • Puts backpack and coat in cubby during morning arrival. • Puts plate into dishes bin after lunch.	• Gestures or signs for favorite blanket, as part of getting ready for naptime, after finishing lunch. • Asks or gestures to ring the clean-up bell when it is clean-up time. • Waits by the door for a familiar peer who usually arrives after breakfast.	• Communicates about seeing a dog and a squirrel, after coming back from a walk. • Communciates, "Đã đến giờ ăn xế chưa?" ["Is it time for snack?" in Vietnamese] when finishing painting. • Communicates to an adult, when coming into a room, "We dug in the dirt and planted seeds." • Pretends to make muffins after helping to make muffins for snack.	• Communicates to an adult that the firemen came to visit yesterday, even though they actually came two weeks ago. • Communicates, using a communication board, "We are going to the zoo," when an adult asks where they are going tomorrow. • Holds toy airplane toward the sky to communicate that child is going to fly in an airplane tomorrow.	• Gestures at picture of cousins, and communicates that they played together before, when they were at grandma's house. • Shows a jar of dried paint to a peer and communicates, "Someone didn't put the lids on yesterday. Now the paint is dried up." • Communicates to an adult that a friend moved away and now doesn't come to the school anymore. • Contributes to a list of items needed for planting a garden later in the week.	• Draws a picture showing the progression of a plant growing from a seed to a tall plant with flowers, after planting flower seeds. • Communicates, using a communication board, "I will be in this school this year, but next year, I will be at my sister's school." • Communicates, "下個 星期我媽媽要過生 日, 今天我要給媽 媽做個賀卡," ["I'm going to make a card today for my mom's birthday next week," in 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

 © 2013-2016 California Department of Education – All rights reserved

HSS 2: Sense of Place

Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Participates in activities that are related to specific environments**	**Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them**	**Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom)**	**Recognizes the routes between familiar locations**	**Communicates about the relative distances between familiar locations, including details about those locations**	**Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them**
			• Puts paint brushes back in holder before leaving paint area. • Puts cars into car bin during clean-up time. • Puts picture into the "Who's here today?" pocket chart hanging near the classroom door during morning arrival.	• Shows cubby to family member upon arrival at child care. • Goes to the sink to wash hands before finding a place at the table for breakfast. • Takes an adult's hand after being helped with putting on a jacket, and then points outside to the sandbox.	• Asks, "¿Quién es ella?" ["Who's that?" in Spanish] when a peer's grandma comes to visit. • Looks closely at new block-shaped pictures attached to a shelf before placing blocks on the appropriate shelf, during clean-up time. • Communicates to an adult, "Where are the puzzles?" after going to the shelf where puzzles are usually kept and finding that the puzzles are not there. • Goes to area with dress-up clothes after noticing peer wearing something newly added to the dress-up area.	• Communicates, "We go that way," while on the way down the hall from the classroom to the bathroom. • Uses a communication board to ask to go by a favorite playground, when planning a walk. • Communicates, "This is the wrong way!" when mother takes an unfamiliar route to the grocery store.	• Communicates that school is close to child's house, but child's aunt's house is far away. • Communicates, after passing the post office while on a neighborhood walk with an adult, that they are almost to the fire station. • Communicates about driving in a car to see one grandma who lives nearby, but going on a plane to see another grandma who lives far away.	• Communicates, "It snows where my auntie lives, but not here because it's hot." • Draws pictures of houses on farms and apartments in cities after an adult reads a story about different types of homes where people live. • Describes a trip to a farmers' market and communicates, "That grocery store is outside! Not like our grocery store."

⬭ 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

 © 2013-2016 California Department of Education – All rights reserved

HSS 3: Ecology

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Demonstrates awareness of living things in the environment, especially animals**	**Explores living things in the environment, especially animals**	**Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding)**	**Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun)**	**Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden)**	**Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water)**
			• Points to the class guinea pig in a cage. • Notices a bug near the sandbox. • Looks briefly as butterfly goes by. • Turns toward a barking dog.	• Smells blossoms or feels leaves of a plant. • Follows around or tries to pet a neighbor's cat or dog, as reported by a family member. • Watches goldfish intently as it swims in the fish tank.	• Feeds the fish, with adult assistance in measuring the food. • Communicates about helping daddy feed the dog because it was hungry. • Comments that the boy in a story watered his pumpkin seed so it would grow.	• Communicates that a pet's cage needs to be cleaned. • Communicates that the bunny needs to be in the shade. • Communicates that the garden needs to be planted in the sun, not under a tree where there is too much shade. • Puts a blanket down to make a soft bed for the dog in pretend play.	• Pours water around base of newly planted flowers rather than on top of the plant. • Communicates to another child that paper scraps go into the recycling bin, pointing to bin label for guidance. • Saves scraps from apples served at snack time, to add to the compost bin for the worms.	• Communicates to another child, "Just use one paper towel so we can save trees." • Communicates to peers, "Huwag mo ng ihagis ang basura sa tubig. Nakasasakit ito sa isda," ["Don't throw stuff in the water. It hurts the fish," in Tagalog]. • Reminds a peer to turn the water all the way off while washing hands, to help save water.

⬭ 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

 © 2013-2016 California Department of Education – All rights reserved

HSS 4: Conflict Negotiation

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Takes action to get needs or wants met without considering impact on others or self**	**Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve conflict or reduce distress**	**Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict**	**Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict**	**Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs**	**Considers the needs and interests of others when there is a conflict, *or* Attempts to negotiate a compromise**
			• Reaches for food on another child's plate. • Takes an object of interest away from another child. • Walks into the middle of an area where other children are playing, inadvertently knocking over materials that other children are using. • Steps in front of other children who are waiting to take their turn.	• Becomes upset and tries to take back a marker when another child takes it away, but calms down when an adult brings more markers. • Pushes against a peer who is sitting too close on the rug, until an adult asks the group to move back to make the circle bigger. • Bursts into tears and turns to an adult for comfort when another child takes a toy.	• Communicates, "I want the ball," while trying to take a ball away from a peer, but stops after an adult says, "He is using it now. Let's find another one." • Holds tightly onto a doll until an adult encourages, "Let her know you're not done playing with the baby." Then communicates, "My baby, my turn," to another child. • Shakes head, "No," and holds onto a riding toy when another child indicates wanting to use the riding toy, until an adult approaches.	• Communicates, "I'm sitting here," while looking at an adult for support, as another child squeezes onto the same carpet square. • Communicates to a peer that child is still playing with a toy when the peer tries to take the toy away. • Seeks an adult and indicates that another child won't give child a turn on the tricycle, after waiting for a turn.	• Communicates to another child in the block area, "I'm playing with the blocks. You can play with the cars." • Communicates, "You can have a turn after me," to another child who wants to use the big shovel in the sandbox. • Responds to a peer's request for crayons by suggesting that they share the box of crayons, but removes favorite crayons before sharing.	• Suggests a plan to take turns choosing a computer game when arguing with a peer about which game to play first. • Attempts to negotiate who gets the first turn with a new scooter. • Communicates that child will read a different book than a peer, and that, when they are both finished, they can trade books, when the peer indicates interest in the book the child is reading.

⬭ 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

 © 2013-2016 California Department of Education – All rights reserved

HSS 5: Responsible Conduct as a Group Member

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
		There are no earlier levels for this measure	**Takes action to get needs or wants met without considering impact on others**	**Needs specific adult guidance to cooperate with group expectations**	**Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity**	**Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end**	**Follows through with group expectations on own during extended activities**	**Communicates about group expectations; *and* Cooperates with others in carrying group expectations**
Possible Examples			• Continues playing while other children are cleaning up during clean-up time. • Reaches for food on another child's plate. • Takes an object of interest away from another child. • Steps in front of other children who are waiting to take their turn.	• Takes toys handed by an adult one by one at clean-up time and puts them on the shelf to help. • Joins a group for lunch after an adult encourages child to come to the table. • Makes room for another child to sit when adult communicates that the other child needs more space.	• Stops building a road with blocks and begins to put away blocks when an adult models for child and sings the "clean up" song. • Returns from computer to hang up smock when an adult says, "You need to put your smock away at the easel before taking your turn at the computer." • Begins to get on a tricycle with another peer, but stops when an adult says, "We take turns with the trike, and your turn is next."	• Follows the morning routine of putting away belongings, but then needs adult reminder before washing hands and going to the breakfast table. • Rides on the bike path for several laps on a wheeled toy, after being reminded by an adult to stay on the path so that everyone is safe. • Follows expected steps of putting away toys, putting on coat, and sitting on the rug to wait to go outside, after being shown a visual schedule depicting the sequence of steps.	• Cleans up blocks during clean-up time, on own. • Holds hands with a peer while on a neighborhood walk. • Gives space to other painters when painting. • Being gentle when caring for the classroom pet.	• Suggests to a peer, while holding the class pet, "Let's take turns. I can hold it now, and you can hold it next"; then, after a few minutes, gives the class pet to the peer. • Reminds a peer that it's time to clean up for lunch, and then cleans up own art project and washes hands. • Reminds peers to get in line outside the door before entering the classroom from the play yard.

⬭ 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

 © 2013-2016 California Department of Education – All rights reserved

VPA 1: Visual Art

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience**	**Uses tools and materials to approximate basic lines and circle-like shapes (two-dimensional),** ***or*** **Uses tools and materials to create basic sculpted shapes (three-dimensional)**	**Experiments with tools and materials for painting or drawing (two-dimensional), or sculpting or *assemblage* (three-dimensional), sometimes representing a concrete thing**	**Creates two-dimensional and three-dimensional representations of things;** ***and*** **Experiments with detail or color**	**Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization**	**Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization**
			• Dabs dot markers on paper repeatedly, with different degrees of pressure. • Uses a paintbrush to paint with water on various outdoor surfaces. • Squeezes dough in hands, feeling it ooze between fingers. • Paints with fingers, hands, or feet.	• Uses crayons, pencils, or markers to make back-and-forth marks. • Finger paints to fill up a piece of paper with paint. • Rolls play dough into a ball.	• Combines lines and circles, when painting with paintbrushes, to symbolize familiar things (e.g., houses, trees, people). • Rolls clay into balls, and shapes balls into pretend food, such as tortillas, hot dogs, or pancakes. • Glues collage materials on a paper plate, using both two-dimensional materials (paper, fabric) and three-dimensional materials (feathers, pine cones, or leaves).	• Draws a familiar thing (e.g., sun, flower, house) on paper with a crayon or marker. • Rolls and stacks balls of clay in order to make a head and body. • Tries out different pieces of colored paper to create a flower. • Draws a familiar thing using a touch screen.	• Paints a picture of a brown boat in a blue lake. • Draws human figures (circles with faces) and adds hands and legs extending directly from the circles to show familiar actions, such as reaching and kicking a ball. • Tapes two toilet paper rolls together to make binoculars, and then attaches yarn as a neck strap.	• Draws a scene with animals in enclosures and people watching them, after a trip to the zoo. • Paints teardrops below the eyes on a face to show sadness. • Creates a mobile of a sun and paper flowers with happy faces. • Glues wooden sticks together and weaves colorful yarn around them to make a dream catcher.

⬭ **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**

 © 2013-2016 California Department of Education – All rights reserved

VPA 2: Music

Child expresses and creates by making musical sounds, with increasing intentionality and complexity

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Demonstrates interest in musical sounds**	**Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult prompting)**	**Engages in brief segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments**	**Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments**	**Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments**	**Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer)**
			• Turns toward adult who starts to sing. • Puts hands on a drum while another child is tapping on the drum. • Plays a favorite song on a recorder or electronic device.	• Claps cymbals together while marching outside. • Makes vocal sounds or hums spontaneously during play time. • Shakes a tambourine as an adult shakes a tambourine.	• Hums softly to self a clean-up song with a recognizable melody and sings some words when the song is initiated by an adult. • Shakes a string of bells a few times, following a peer who is making a few taps on a drum. • Claps hands or stomps feet in response to a beat that an adult creates using rhythm sticks.	• Responds rhythmically, "I see a red bird looking at me," when an adult chants, "Brown bear, brown bear, what do you see?" and then continues to respond to the adult with other chants. • Sings the words to "De Colores" for part of the song. [Note: "De Colores," a song in Spanish.] • Plays rhythm sticks along with a beat while feeling vibrations from a big drum on the floor.	• Taps a triangle to follow a rhythm of a song, such as short-short-long, short-short-long. • Sings a song in different voices (high, low, soft, loud), following an adult's lead. • Moves arms to the song "Row, Row, Row Your Boat," faster and then slower, depending on how rapidly or slowly others are singing the song.	• Sings a familiar song on own, first softly, then loudly. • Strums a guitar or ukulele, or taps a xylophone, along with a song, changing the tempo of the strumming or tapping from faster to slower or slower to faster. • Mimics the sounds of a musical instrument to extend the chorus of a familiar song.

⬭ 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

 © 2013-2016 California Department of Education – All rights reserved

VPA 3: Drama

Child increases engagement, skill development, and creative expression in drama

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Demonstrates interest in adult's dramatic portrayal of a character**	**Uses facial expressions, voice, or gestures in response to an adult's dramatic portrayal of a character**	**Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements**	**Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem,** ***or*** **Contributes to dialogue or ideas about a plot in response to adult's suggestions**	**Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting**	**Communicates details about a character's emotions or thoughts when contributing to an improvised drama**
			• Laughs when adult acts out a silly character. • Watches closely as adult uses puppets to present a story. • Moves toward adult who is getting out props to act out a character.	• Jumps up and down or moves hands, in response to an adult acting as the doctor while reciting "Five Little Monkeys Jumping on the Bed." • Flaps arms like wings and pretends to fly, imitating an adult who is acting like a mother bird. • Cradles a baby doll in arms while gazing and cooing at the doll, as an adult acts out a story about a mother and her baby. • Roars like a lion in response to an adult pretending to be a lion.	• Pretends to be a bunny sneaking a carrot out of a garden, after hearing a story about Peter Rabbit. • Acts out the role of firefighter by wearing a hat and pretending to hold a hose to put out a fire. • Pretends to be a monster and does a monster dance after hearing the story *Where the Wild Things Are*. • Takes a pretend cookie and points to a pretend glass of milk, acting like a mouse, while an adult reads *If You Give a Mouse a Cookie.*	• Plays the role of Goldilocks pretending to try out three different beds and communicating that the third bed is "just right." • Shivers and squints eyes to portray a character after hearing a story about being in cold wintry weather. • Communicates, "We can push him in the water. Help me!" as a character in a teacher-led story dramatization about a whale that is stranded on a beach.	• Wears an apron and name tag, writes on a pad of paper, and hands out pretend plates and food, while acting out a story about a restaurant created by children. • Puffs up cheeks and swirls arms around to portray the wind while dramatizing, with peers, a story about a windy day, repeating the actions each time the wind blows in the story. • Wears a cape and pretends to fly, as a peer repeatedly communicates, "Help!"	• Extends a plot by creating a new ending during a dramatization of a story about a trip under the sea: "I like the octopus. I'm going to stay in the sea and be her friend because she's lonely." • Picks up a basket, rubs stomach, and communicates that everyone will be hungry, so they should stop and get some food, while improvising a drama about a bus trip. • Communicates that child will act sad when playing the role of an animal whose home in a tree has been cut down, during a dramatization of a story about a rain forest.

⬭ 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

 © 2013-2016 California Department of Education – All rights reserved

VPA 4: Dance

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

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier	Later	Earlier	Middle ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Possible Examples		*There are no earlier levels for this measure*	**Demonstrates interest in others' dance-like movements**	**Moves body in response to music, rhythms, or others' movements**	**Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues**	**Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues**	**Produces dance-like movements with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues**	**Improvises dances by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music**
			• Watches intently as other children move or dance to music. • Moves toward other children who are doing dance-like movements with streamers. • Looks at pictures of dance movements in a book. • Asks to watch a dance on a computer or an electronic tablet.	• Moves to music, matching an adult's side-to-side movements or other simple movements. • Claps hands or pats legs to the rhythm of a song. • Sways head back and forth to the beat of music.	• Marches around the room in response to drumming by a peer. • Sways arms while holding a scarf and dancing to music. • Rolls body on the floor in response to an adult's cue. • Moves arms up and down in response to vibrations from music.	• Bends down low and then jumps up high in an attempt to follow an adult's movements. • Stops and starts dancing during a freeze-dance game. • Twirls around to music briefly, maintaining balance.	• Sways, twirls, or leans back and forth to follow movements of peers while listening to music. • Steps sideways, frontward, and backward, without bumping into peers during a line dance led by an adult. • Moves slowly, then quickly, in response to changes in music.	• Makes up own dance while listening to music, by tiptoeing, lowering self to floor and rolling on floor, jumping up, and then spinning. • Moves body slowly, with pauses, in a variety of positions while dancing to music with scarves. • Swings arms smoothly and then moves arms with sharp, jerky movements, in response to drumbeats, while making up a dance.

⬭ 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

 © 2013-2016 California Department of Education – All rights reserved

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

 © 2013-2016 California Department of Education – All rights reserved

Appendix

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

Appendix A: Requirements of the DRDP (2015) Assessment 59
Appendix B: Resources for Assessing Children who are Dual Language Learners with the DRDP (2015) 60
Appendix C: Strategies for Observation and Documentation. 62
Appendix D: Comprehensive Definitions of Adaptations to be Used with the DRDP (2015). 64
Appendix E: Resources for Working in Partnership with Families 65
Appendix F: Collaboration to Complete the DRDP (2015) 67

 © 2013-2016 California Department of Education – All rights reserved

Appendix A:
Requirements of the DRDP (2015) Assessment

	Early Education and Support Division (EESD) Programs	Special Education Division (SED) Programs
Preschool Views as of July 1, 2016	• The Preschool View has two forms: o The Comprehensive View, containing all of the domains related to the Preschool Learning Foundations. o The Fundamental View, containing only the domains essential to school readiness. • Program administrators will determine which Preschool View will be utilized. • Programs should use the same Preschool View for at least one school year in order to measure progress.	• The Fundamental View will be submitted to CASEMIS. 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 not required.	• All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system. • 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.	• 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	
Where to submit DRDP data	Assessment data is input to DRDPtech 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 CASEMIS • Into the DRAccessReports secure data system to prepare data for SELPA upload to CASEMIS
How to obtain reports of results	Psychometrically valid reports are available upon entry of assessment data into DRDPtech.	• 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 Education and Support Division (EESD) 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 EESD 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

 © 2013-2016 California Department of Education – All rights reserved

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.

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
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
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
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

 © 2013-2016 California Department of Education – All rights reserved

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
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/dll
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/

 © 2013-2016 California Department of Education – All rights reserved

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 EESD 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

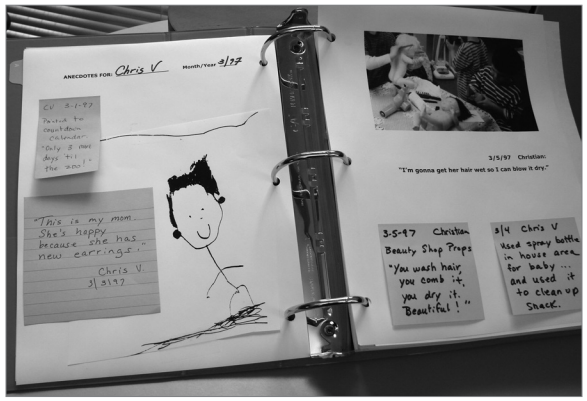
 © 2013-2016 California Department of Education – All rights reserved

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. EESD 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.*

 © 2013-2016 California Department of Education – All rights reserved

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.

 © 2013-2016 California Department of Education – All rights reserved

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/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-1.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.

 © 2013-2016 California Department of Education – All rights reserved

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 EESD 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

 © 2013-2016 California Department of Education – All rights reserved

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 DRDPtech. 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.

 © 2013-2016 California Department of Education – All rights reserved

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 EESD 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: Home-Visiting Programs

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/hslc/tta-system/teaching/docs/inclusive-plannng-checklist-home-visit.pdf

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

 © 2013-2016 California Department of Education – All rights reserved