DRDP (2015)
A Developmental Continuum from Early Infancy to Kindergarten Entry
Calibration Version

For use with preschool-age children

California Department of Education
Sacramento, 2014
The DRDP (2015) Calibration Version, 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 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
Website: www.desiredresults.us
Email: desiredresults@wested.org
Phone: (800) 770-6339

Special Education Division Programs may contact:
Desired Results Developmental Profile access
Website: www.draccess.org
Email: info@draccess.org
Phone: (800) 673-9220 x 5

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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 an assessment instrument developed by the California Department of Education for young children and their families.

The DRDP (2015) is based on the previous DRDP instruments. It includes refinements made over the past several years and new elements that are essential to quality early childhood education. It aligns with the California Department of Education’s Early Learning and Development Foundations. Key features of the DRDP (2015) are described below.

Key Features of the DRDP (2015):

- The DRDP (2015) is administered through observation in natural settings either through teacher observations, family observations, or examples of children’s work, which is a recommended practice for early childhood assessment that includes ongoing documentation of children’s behavior in natural environments.
- The DRDP (2015) replaces the DRDP-Infant/Toddler© (2010), the DRDP-Preschool© (2010), and the DRDP access assessment instruments.
- The DRDP (2015) represents a full continuum assessment instrument for 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 (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help assessors better understand and rate the measures of the DRDP (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 learning a second language while continuing to develop their first (or home) language. A child’s experience with one or more languages is an asset to build on in the early childhood setting. It is critical to consider the child’s communication in all the languages that he or she is learning to have an accurate picture of a child’s knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages. There are also differences that must be taken into consideration when assessing young children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language. So it is important to assess children in all of the languages he or she understands and uses. The DRDP (2015) addresses cultural and linguistic responsiveness in two primary ways:

1. Assessors 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. Assessors rate children’s progress on two language development domains. The Language and Literacy Development (LLD) domain assesses all children’s progress in developing foundational language and literacy skills. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

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.
The Eight Domains of the DRDP (2015)

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

Approaches to Learning- Self-Regulation (ATL-REG) The ATL-REG domain assesses two inter-related areas that are recognized as important for young children's school readiness and success. Approaches to Learning and Self-Regulation have been combined into one assessment domain because of the strong connections between these two areas of development. The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, 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. The LLD measures should be completed for all infants, toddlers, and preschool-age children, including those who are dual language learners. 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 preschool-age dual language learners' progress 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 language, and the child's motivation to learn English. 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, imitation, 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, self-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**: consist of 7-9 levels that describe development from early infancy up to kindergarten entry.
- **Earlier Development Measures**: consist of 5-6 levels that describe development that typically occurs from early infancy through early preschool ages.
- **Later Development Measures**: consist of 6 levels that describe development that typically occurs from early preschool ages up to kindergarten entry.

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 that reflect a developmental continuum from early infancy up to kindergarten entry: responding, exploring, building, and integrating. The full-range of developmental levels on the DRDP (2015) includes the following:

**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 conventionalized 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.

Be sure to note that the developmental levels for the ELD domain are different from the above format. The levels in the ELD domain represent the developmental progression for the acquisition of English as a second language during the early childhood years.
**Definitions of Terms in the Navigation Maps**

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

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

- **Full Continuum Measure:** Describe development from early infancy to early kindergarten.
- **Early Development Measure:** Describe 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:** A description that defines the behaviors that would be observed for a child at that developmental level.

**Example:** Specific behaviors that 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.

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**Example of a Full Continuum Measure**

**Developmental Domain: PD-HLTH 2: Gross Locomotor Movement Skills**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Locomotor Movement Skills</td>
<td>The child is able to move their body in a variety of ways, including sitting, standing, and walking.</td>
</tr>
</tbody>
</table>

**Examples**

- Turns head in response to a sound or object.
- Rolls from stomach to back or from back to stomach.
- Pulls up to a standing position and maintains it for a short period of time.
- Moves by rolling, crawling, or cruising.

---

**Example of a Later Development Measure**

**Developmental Domain: ATL-REG 5: Engagement and Persistence**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement and Persistence</td>
<td>The child demonstrates the ability to maintain focus and attention during activities.</td>
</tr>
</tbody>
</table>

**Examples**

- Joins a small group and continues to participate in the activity, even after encouragement to switch activities.
- Takes turns with others and shares toys appropriately.

---

**Example of an Earlier Development Measure**

**Developmental Domain: ATL-REG 1: Attention Maintenance**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Maintenance</td>
<td>The child maintains attention to a task or activity.</td>
</tr>
</tbody>
</table>

**Examples**

- Responds to a familiar person.
- Turns attention toward a person calling their name.
- knife to the side, and often pushes a cube chair.}

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**Beyond the Latest Developmental Level**

**Examples**

- Child is not yet at the earliest developmental level on this measure.
- Child is emerging to the next developmental level.
- Child is not at the earlier developmental level on this measure.
The 3 Steps to Completing the DRDP (2015)

**Step 1: Observation and Documentation**

The DRDP (2015) focuses on the child’s behavior, knowledge, and skills. To capture a child’s behavior, the DRDP (2015) incorporates observation in natural settings. While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including spoken in the child’s home language, signed, and through other communication modes (e.g., communication device). The assessor’s direct observations of a child are the primary method used to inform ratings. The assessor 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

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 range of situations. Their perspectives, combined with teachers’ and service providers’ observations, help assessors arrive at a more complete and reliable picture of a child’s typical behaviors across settings. Inviting family members to share observations of their child’s development and behavior is 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 children interacting with family members. This is especially true for children who are new to a program or at the earliest levels (RespondingEarlier 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.

**Code Switching** is a strategy used by children learning more than one language:

**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” in English) 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 when the DRDP (2015) is conducted.

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 appear in Appendix B). The system of adaptations for the DRDP (2015) is the same system developed for and used in the DRDP access.

**Important Notes:**

- 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 a DRDP (2015) assessment.
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 and then the examples to determine which developmental level is most consistent with your observations and other documentation of the child’s typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child is demonstrating most consistently.

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

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

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

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.
- An example is the level descriptor for Exploring Later in the SED 3: Relationships and Social Interactions with Familiar Adults measure:
  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, although the assessor does not have to observe both behaviors during the same observation within a DRDP rating period.

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.

What is Mastery?
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

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

Important Points about Examples:

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

Additional Rating Options:

Emerging to the Next Developmental Level:

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

To indicate emerging:

• First, mark the developmental level the child has mastered.
• Then, mark “emerging” if the child also demonstrates behaviors described for the next developmental level.

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 the last level that can be rated.
• Do not mark emerging if the child has mastered the last level on a measure or if the child does not yet demonstrate mastery of the earliest level.
• 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 this 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 “Not yet at the earliest developmental level” and provide the reason in the text box at the bottom of the measure page.

Child is Beyond the Latest Developmental Level on this Measure:

If a preschool-age child has mastered a later level than is shown on an earlier development measure, mark, “Child is beyond the latest developmental level.”

Unable to Rate:

In the rare instance that you are unable to rate a specific measure, provide the reason in the text box at the bottom of the measure page.

⇒ Step 3: Finalize the Assessment

To finalize, simply review the assessment to make sure that:

• You have entered a level rating for all measures of the DRDP (2015) either into DRDPtech for EESD programs or into the study reporting site for SED programs.
• The Information Page is complete.
<table>
<thead>
<tr>
<th>Child's Information</th>
<th>Assessor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child's name:</td>
<td></td>
</tr>
<tr>
<td>1a. Legal First Name:</td>
<td>_________________</td>
</tr>
<tr>
<td>1b. Legal Last Name:</td>
<td>_________________</td>
</tr>
<tr>
<td>2. Agency Identifier or Statewide Student Identifier (10-digit SSID)</td>
<td>_________________</td>
</tr>
<tr>
<td>3. Child's classroom or setting:</td>
<td>_________________</td>
</tr>
<tr>
<td>4. Birth date (mm/dd/yyyy):</td>
<td>_________________</td>
</tr>
<tr>
<td>5. Gender:</td>
<td>□ male □ female</td>
</tr>
<tr>
<td>6. Initial date of enrollment in early childhood program (mm/dd/yyyy):</td>
<td>_________________</td>
</tr>
<tr>
<td>Date child was withdrawn from the program:</td>
<td>_________________</td>
</tr>
<tr>
<td>7. Ethnicity:</td>
<td></td>
</tr>
<tr>
<td>7a. What is this child’s ethnicity? Check one.</td>
<td></td>
</tr>
<tr>
<td>□ Hispanic or Latino</td>
<td>□ Not Hispanic or Latino</td>
</tr>
<tr>
<td>7b. What is this child’s race? Mark one or more races to indicate what this child considers himself/herself to be.</td>
<td></td>
</tr>
<tr>
<td>□ Asian Indian</td>
<td>□ Korean</td>
</tr>
<tr>
<td>□ Black or African American</td>
<td>□ Laotian</td>
</tr>
<tr>
<td>□ Cambodian</td>
<td>□ Native American</td>
</tr>
<tr>
<td>□ Chinese</td>
<td>□ Other Asian</td>
</tr>
<tr>
<td>□ Filipino</td>
<td>□ Other Pacific Islander</td>
</tr>
<tr>
<td>□ Guamanian</td>
<td>□ Samoan</td>
</tr>
<tr>
<td>□ Hawaiian</td>
<td>□ Tahitian</td>
</tr>
<tr>
<td>□ Hmong</td>
<td>□ Vietnamese</td>
</tr>
<tr>
<td>□ Japanese</td>
<td>□ White</td>
</tr>
<tr>
<td>□ Intentionally left blank</td>
<td></td>
</tr>
<tr>
<td>8. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)?</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No □ Don’t know</td>
<td></td>
</tr>
<tr>
<td>9. Agency/site:</td>
<td>_________________</td>
</tr>
<tr>
<td>10. Person(s) completing the assessment:</td>
<td></td>
</tr>
<tr>
<td>Name/role:</td>
<td>_____________________</td>
</tr>
<tr>
<td>Name/role:</td>
<td>_____________________</td>
</tr>
<tr>
<td>Choose role from list below:</td>
<td></td>
</tr>
<tr>
<td>• Primary Teacher</td>
<td></td>
</tr>
<tr>
<td>• Special Education Teacher</td>
<td></td>
</tr>
<tr>
<td>• Early Intervention Specialist</td>
<td></td>
</tr>
<tr>
<td>• Home visitor</td>
<td></td>
</tr>
<tr>
<td>• Other (please specify):</td>
<td>_____________________</td>
</tr>
<tr>
<td>11. Did another adult assist you with assessing this child?</td>
<td></td>
</tr>
<tr>
<td>□ Yes (role/relation):</td>
<td>_____________________</td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>12. Child’s home language(s)?</td>
<td></td>
</tr>
<tr>
<td>Is a language other than English spoken in the child’s home?</td>
<td></td>
</tr>
<tr>
<td>□ Yes □ No</td>
<td></td>
</tr>
<tr>
<td>If yes a language other than English is spoken in the child’s home, the ELD measures must be completed for preschool age children.</td>
<td></td>
</tr>
<tr>
<td>13. What language(s) do you speak with this child?</td>
<td></td>
</tr>
<tr>
<td>14. Did someone who understands and uses the child’s home language assist you with completing the observation?</td>
<td></td>
</tr>
<tr>
<td>□ Yes (role/relation):</td>
<td>_____________________</td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>□ Not applicable - I understand and use the child’s home language.</td>
<td></td>
</tr>
<tr>
<td>15. Child is enrolled in: (Check all that apply)</td>
<td></td>
</tr>
<tr>
<td>□ State Preschool</td>
<td>□ State Infant/Toddler Program</td>
</tr>
<tr>
<td>□ Head Start</td>
<td>□ First 5</td>
</tr>
<tr>
<td>□ Early Head Start</td>
<td>□ Title 1</td>
</tr>
<tr>
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<td>□ Family Child Care Home</td>
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<td>□ Special Education Services</td>
<td>□ Migrant</td>
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<tr>
<td>□ Tribal Head Start</td>
<td>□ Other</td>
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**Child Information**

4. **Student ID** (Issued by district for reporting to CASEMIS) ________________________

5. **Statewide Student Identifier** (10-digit SSID) ________________________

6. **Gender**  
   - Male  
   - Female  

7. **Birth date** (e.g., 03/05/2011) _______ / _______ / _________  
   - month  
   - day  
   - year

8. **Special education enrollment. Check one.**  
   - Individualized Family Service Plan (IFSP)  
   - Individualized Education Program (IEP)

**Child’s Language Information**

9. **Child’s home language(s):**  
   - English  
   - Spanish  
   - Vietnamese  
   - Cantonese  
   - Hmong  
   - Tagalog/Pilipino  
   - Other (specify) ________________________

10. **Language(s) used with this child:**  
    - English  
    - Spanish  
    - Vietnamese  
    - Cantonese  
    - Hmong  
    - Tagalog/Pilipino  
    - Other (specify) ________________________

11. **Is a language other than English spoken in the child’s home?**  
    - Yes  
    - No

**Child’s Ethnicity**

12a. **Is this child Hispanic or Latino? Check one.**  
    - Yes, Hispanic or Latino  
    - No, not Hispanic or Latino  
    - Intentionally left blank

12b. **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**

13. **Special education eligibility. Check one.**  
   - Autism  
   - Deaf-Blindness  
   - Deafness  
   - Emotional Disturbance  
   - Established Medical Disability  
   - Intellectual Disability  
   - Hard of Hearing  
   - Multiple Disability  
   - Orthopedic Impairment  
   - Other Health Impairment  
   - Speech or Language Disability  
   - Deaf-Blindness  
   - Hard of Hearing  
   - Deafness  
   - Multiple Disability  
   - Traumatic Brain Injury  
   - Visual Impairment

14. **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  
   - Sensory support  
   - Alternative response mode  
   - None

**Program Information**

15. **SELPA** ________________________

16. **District of service** ________________________

**Assessment Information**

17. **Name of person completing the assessment** ________________________

18. **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 ________________________

19. **Assistance completing the assessment?**  
    - Yes  
    - No

   If yes, what is that person’s relationship to the child? ________________________
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 and note the reason why you are unable to rate the Measure in the box. If you need more room, record the measure number and your reason on the back of this form.

<table>
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<th>Measure Name</th>
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<th>Later</th>
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<th>Building</th>
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</table>
### DRDP (2015) Rating Record

- **Child's First Name (Legal):** ______________________________________  
- **Child's Last Name (Legal):** ______________________________________
- **Date DRDP (2015) was completed (e.g., 09/07/2014):** _______ / _______ / _______
- **Student ID (Issued by district for reporting to CASEMIS):** ________________

#### Measure | Measure Name | Responding | Exploring | Building | Integrating | Child is not yet at the earliest developmental level on this measure: | In the rare circumstance that you are unable to rate a measure:
--- | --- | --- | --- | --- | --- | --- | ---
COG 1 | Spatial Relationships | | | | | | |
COG 2 | Imitation | | | | | | |
COG 3 | Cause and Effect | | | | | | |
COG 4 | Classification | | | | | | |
COG 5 | Number Sense of Quantity | | | | | | |
COG 6 | Number Sense of Math Operations | | | | | | |
COG 7 | Measurement | | | | | | |
COG 8 | Patterning | | | | | | |
COG 9 | Shapes | | | | | | |
COG 10 | Inquiry Through Observation and Investigation | | | | | | |
COG 11 | Documentation and Communication of Inquiry | | | | | | |
COG 12 | 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: Self-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 | | | | | |
Use These Steps to Rate the Measures of the DRDP (2015)

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:
   - 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.
   - 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.

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.
Measures at-a-Glance
For use with preschool-age children

<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Domain Abbreviation</th>
<th>Page Number</th>
<th>Number within Domain</th>
<th>Measure Name</th>
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<td>Perceptual-Motor Skills and Movement Concepts</td>
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<td>Personal Care Routines: Dressing</td>
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<td>Active Physical Play</td>
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<td>49</td>
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<td>Visual and Performing Arts</td>
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</tbody>
</table>
**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

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

<table>
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<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tr>
<td>Earlier</td>
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</tbody>
</table>

- **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

- **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 beyond the latest developmental level on this measure**
- **Child is emerging to the next developmental level**
- **If you are unable to rate this measure, explain here:**

---

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### ATL-REG 2: Self-Comforting

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

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

<table>
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<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
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<td>Later</td>
</tr>
<tr>
<td>Responds to internal or external stimulation in basic ways</td>
<td>Engages in behaviors that have previously worked to soothe self</td>
<td>Comforts self by seeking a familiar adult or a special thing</td>
<td>Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways</td>
</tr>
</tbody>
</table>

#### 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 beyond the latest developmental level on this measure
- Child is emerging to the next developmental level
- If you are unable to rate this measure, explain here:
### Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

**ATL-REG 3: 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:

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<th>Responding</th>
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</tbody>
</table>

**Examples**

- 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, 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

**Examples**

- • Orients toward a noise.
  - • Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.
  - • Smiles when an adult begins singing a song.
  - • Looks at a mobile.
  - • 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.
- • Watches the fish in the fish tank intently after a conversation about how fish breathe underwater.
  - • Drops a marble in a maze and uses hands to follow its path as it rolls to the bottom.
  - • Asks, “What’s that doing?” when seeing or hearing a bulldozer float and which will sink.
- • Compares leaves gathered on a nature walk by color or shape.
  - • Observes a snail and asks, “Why does it have a shell?”
  - • Manipulates a movable action figure to change the positions of its body.
- • 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.
  - • 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.
  - • Places a variety of objects in water to see which will float and which will sink.
  - • 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
- □ If you are unable to rate this measure, explain here:
ATL-REG 4: Self-Control of Feelings and Behavior

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

Mark the latest developmental level the child has mastered:

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<th>Responding</th>
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<tr>
<td>Later</td>
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<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td>Calms when comforted by an adult</td>
<td>Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult</td>
<td>Calms self when a familiar adult initiates contact, moves close, or offers a special thing</td>
<td>Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations</td>
</tr>
<tr>
<td>Examples</td>
<td></td>
<td>Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations</td>
<td>Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed</td>
</tr>
</tbody>
</table>

- 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
- Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations

- Marks the latest developmental level the child has mastered:
  - Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

- If you are unable to rate this measure, explain here:
  - If you are unable to rate this measure, explain here:

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**ATL-REG 4**

Self-Control of Feelings and Behavior

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**ATL-REG 5: Engagement and Persistence**

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

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<th>Responding</th>
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<tr>
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<tr>
<td>There are no earlier levels for this measure</td>
<td>Participates in a simple activity briefly</td>
<td>Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity</td>
<td>Continues self-selected activities with adult support, even though interest briefly shifts to other activities</td>
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</tbody>
</table>

- 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. Explain here:
**ATL-REG 6: Shared Use of Space and Materials**

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

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<table>
<thead>
<tr>
<th>There are no earlier levels for this measure</th>
<th>Demonstrates preferences for a few specific toys or materials</th>
<th>Takes and plays with materials of interest, even when they are being used by another child</th>
<th>Shows awareness that other children might want to use materials, by taking action to control the materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chooses to play with doll with red hair on repeated occasions.</td>
<td>• Takes another child’s toy, and seems surprised by the other child’s protest.</td>
<td>• Keeps all of the crayons nearby even if only using one or two colors.</td>
<td>• Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting.</td>
</tr>
<tr>
<td>• Chooses to play with the same toy dinosaur every day.</td>
<td>• Picks up a purple marker after another child put it down momentarily to do something else.</td>
<td>• Communicates, “Es mía,” [“It’s mine,” in Spanish], when another child reaches for a red cape.</td>
<td>• Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table.</td>
</tr>
<tr>
<td>• Selects the green marker every time when at the art table.</td>
<td>• Squeezes in between other children at the water table, making it difficult for the other children to continue their play.</td>
<td>• Places favorite dolls behind back when other children are playing in the doll area.</td>
<td>• Lets another child take a book from a pile nearby, but holds onto a few favorite books.</td>
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<td>• 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.</td>
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<td>• Gets riding toys out of the shed to give to other children, according to the usual classroom practice.</td>
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<td>• Communicates, “It’s my turn when you are done,” to a child who is using the tricycle.</td>
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<td>• 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.</td>
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<td>• Brings a carpet square to another child while getting ready for story time, without being asked.</td>
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<td>• Makes room for another child who wants to join in building a spaceship, and then offers a piece for the child to add.</td>
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<td>• Uses a communication device to ask another child to join in making a necklace.</td>
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</tbody>
</table>

◇ Child is not yet at the earliest developmental level on this measure. Explain here:
## Developmental Domain: SED — Social and Emotional Development

### SED 1: Identity of Self in Relation to Others

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

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<td>Later</td>
</tr>
<tr>
<td>Responds in basic ways to others</td>
<td>Uses senses to explore self and others</td>
<td>Recognizes self and familiar people</td>
<td>Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name)</td>
</tr>
</tbody>
</table>

### Examples

- **Responding**
  - 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.

- **Exploring**
  - 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.

- **Building**
  - 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.

- **Integrating**
  - Acts out roles from own family in pretend play.
  - Communicates, “I’m making cookies—just like Grandma!” while rolling play dough.
  - 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.
  - Communicates, “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, “I love to swim, but my sister doesn’t,” in Chinese.
# Developmental Domain: SED — Social and Emotional Development

## SED 2: Social and Emotional Understanding

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

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<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
<tr>
<td><strong>Responds to faces, voices, or actions of other people</strong></td>
<td><strong>Shows awareness of what to expect from familiar people by responding to or anticipating their actions</strong></td>
<td><strong>Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations</strong></td>
<td><strong>Identifies own or others’ feelings</strong></td>
</tr>
</tbody>
</table>

### 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 pat-a-cake.
- 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.
- 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.
- Starts to climb on a table, but pauses in response to an adult’s cautionary look and warning.
- 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 the turtle was scared, when an adult asks, “Why did the turtle go into its shell?”
- Communicates, “Cô bé nhớ me của mình,” [“She misses her mommy,” in Vietnamese] when an adult asks, “What happened?”
- Communicates, “I’m bored. I’m going to play with the blocks now.”
- Communicates, “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 a peer is friendly.
- Communicates to a peer, “I’m going to play with the blocks now.”
- Communicates that another child plays with everyone because he is so friendly.
**Developmental Domain:** SED — Social and Emotional Development  

**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.

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<tr>
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<tr>
<td>Responds to faces, voices, or actions of familiar people</td>
<td>Shows a preference for familiar adults and tries to interact with them</td>
<td>Interacts in simple ways with familiar adults and tries to maintain the interactions</td>
<td>Initiates activities with familiar adults; and seeks out assistance or support from familiar adults</td>
</tr>
</tbody>
</table>

**Examples**

- Widens eyes or brightens face at the face of a familiar adult.
- Orient 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 climbs into the adult’s lap when upset.
- Grasps a familiar adult’s attitude 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.
- Communicates to 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.
- 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.
**Developmental Domain: SED — Social and Emotional Development**

**SED 4: Relationships and Social Interactions with Peers**
Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

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<tr>
<td>Shows awareness of</td>
<td>Plays alongside other children, rarely interacting with them</td>
<td>Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays</td>
<td>Initiates sustained episodes of cooperative play (including pretend play) with one or two friends</td>
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<td>other people, including</td>
<td>Interacts in simple ways with familiar peers as they play side by side</td>
<td>Participates in extended episodes of cooperative play (including pretend play) with one or two friends</td>
<td>Organizes or participates in planning cooperative play activities with several peers, particularly with friends</td>
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<td>children</td>
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<tr>
<td>Shows interest in other</td>
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</table>

**Examples**

- Cries when hearing the sound of another child crying.
- Orient 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.
**Developmental Domain: SED — Social and Emotional Development**

**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.

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<tr>
<td>Responds to people or objects in basic ways</td>
<td>Explores people and objects in a variety of ways</td>
<td>Uses or combines objects in functional or meaningful ways</td>
<td>Pretends that an object represents another object or serves a different purpose</td>
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<tr>
<td>Engages in pretend-play sequences</td>
<td>Engages in pretend play with others around a shared idea</td>
<td>Engages in roles in pretend-play sequences with others</td>
<td>Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea</td>
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</table>

**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 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.
- 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.” Plays store, “scanning” items, placing them in bags, and collecting “money” from peers.
- Puts out fires on the playground with others, using pretend hoses and wearing firefighter hats. 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 mom, 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.
### LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

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

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- **Responding**
  - Responds to voices, sounds, gestures, or facial expressions in basic ways
  - Recognizes a few frequently used words or gestures in familiar situations
  - Shows understanding of a wide variety of words that refer to people, objects, or events
  - 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

- **Examples**

  - **Responding**
    - Smiles or gurgles in response to a familiar adult’s voice or simple gestures.
    - Makes speech similar to “Mmmmm” during a social interaction with a familiar adult.
    - Averts eyes to disengage from a social interaction with an adult.
    - Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, “More?”
    - 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.
    - Indicates a bell in a storybook when asked, “Where’s the bell?”
    - Walks to the shed to get the wagon after an adult suggests, “Let’s get the wagon.”
    - Points to the picture of an eagle and its nest, while sharing a book about animals building their homes.
    - Gets a 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.”
    - Stops at curb after an adult communicates, “Let’s stop and look both ways.”
    - 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 a boat, after hearing an adult talk about the life cycle of a butterfly.

  - **Exploring**
    - 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 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.

- **Integrating**

  - 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 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**

- **If you are unable to rate this measure, explain here:**

---

**LLD 1**

**Understanding of Language (Receptive)**

**DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool – Calibration Version August 1, 2014**

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## LLD 2: Responsiveness to Language

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

<table>
<thead>
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<th>Mark the latest developmental level the child has mastered:</th>
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</table>

### Examples

- **Responding**
  - 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.

- **Exploring**
  - Reaches for a familiar object after it is named.
  - 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 says, "Let's get water for the plants."
  - 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 asks, "What would you like to do next?"
  - Communicates, "Yo," ["Me," in Spanish], after an adult asks, "Who is the helper for snack?"

- **Building**
  - 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."

- **Integrating**
  - 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.
**Developmental Domain: LLD — Language and Literacy Development**

**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:

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<th>Responding</th>
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<tr>
<td>Makes sounds spontaneously</td>
<td>Uses sounds, gestures, or facial expressions to communicate</td>
<td>Uses a few “first words,” word-like sounds, or gestures to communicate</td>
<td>Uses two words together to communicate</td>
<td>Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate</td>
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</tbody>
</table>

**Examples**

- **Cries.**
- **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.**
- **Indicates a picture of a ball when asked what the child wants to play with next.**
- **Names familiar foods, toys, or family members.**
- **Communicates ideas such as “No,” “More,” or “Up.”**
- **Communicates “My truck!” in Spanish.**
- **Communicates, “I like dogs,” while looking at an animal book.**
- **Communicates, “A mi toca,” [“It’s my turn,” in Spanish] when an adult brings the pet rabbit for a visit.**
- **Communicates, “I want mommy.”**
- **Communicates, “I want to go outside to ride bikes.” He will be five.”**
- **Communicates, “I need a tissue.”**
- **Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)**
- **Communicates, “Huge,” when the pet rabbit struggles into an adult’s lap. (“Huge” is a recently encountered vocabulary word.)**
- **Communicates, “The rabbit is scared,” when the pet rabbit struggles 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, “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, “Our dog is huge,” in Tagalog.]**
- **Communicates, “Runned really fast,” “huge.” (“Huge” is a recently encountered vocabulary word.)**
- **Communicates, “I want to go outside to ride bikes.” He will be five.”**
- **Communicates using a communication board, “I need a tissue. My nose is runny.” (“Tissue” is a noun and “runny” is an adjective.)**
- **Communicates, “The rabbit is scared,” when the pet rabbit struggles into an adult’s lap. (“Scared” is an adjective.)**
- **Communicates, “Huge,” when the pet rabbit struggles into an adult’s lap. (“Huge” is a recently encountered vocabulary word.)**
- **Communicates, “The rabbit is scared,” when the pet rabbit struggles 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, “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, “Our dog is huge,” in Tagalog.]**
- **Communicates, “Runned really fast,” “huge.” (“Huge” is a recently encountered vocabulary word.)**

Child is emerging to the next developmental level

If you are unable to rate this measure, explain here:
**Developmental Domain: LLD — Language and Literacy Development**

**LLD 4: Reciprocal Communication and Conversation**

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

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

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</table>

**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.

**Examples**

- Looks in the direction of a familiar adult.
- Smiles at an approaching familiar adult.
- Expresses, “Ba,” in response to an adult talking about a ball, and then waits for the adult to respond.
- Covers eyes to signal an adult to continue playing peek-a-boo.

---

**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.
- 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 this?” the child communicates, “My bear.”
- Communicates, “That’s a monkey,” while reading a story with an adult. When the adult says, “Yes, he’s climbing,” the child replies, “Climbing up high.”
- Communicates, “That’s my family,” while looking at a photo with a peer. When the peer makes a comment, “Yes, they have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
- Hands play dough to an adult. When the peer makes a comment, “I’m gonna make a dog,” the child responds, “I’m making a snake.”
- Asks a peer for some materials they need and the peer responds, “Here,” and hands over several blocks, the child 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 makes a comment, “Yes, they have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
- Responds to a peer’s comments about animals that live in the zoo, “Fui al zoológico,” [“I went to the zoo,” in Spanish]. When an adult responds, “There are lots of animals in the zoo,” the child responds, “Los animales que más me gustan,” [“I like the animals best,” in Spanish] and continues to converse about other animals at the zoo.

---

**Engages in brief back-and-forth communication, combining words to communicate meaning**

- Engages in brief back-and-forth communication, combining words to communicate meaning.
- Communicates, “That’s my family,” while looking at a photo with a peer. When the peer makes a comment, “Yes, they have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
- Hands play dough to an adult. When the peer makes a comment, “I’m gonna make a dog,” the child responds, “I’m making a snake.”
- Asks a peer for some materials they need and the peer responds, “Here,” and hands over several blocks, the child 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 makes a comment, “Yes, they have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
- Responds to a peer’s comments about animals that live in the zoo, “Fui al zoológico,” [“I went to the zoo,” in Spanish]. When an adult responds, “There are lots of animals in the zoo,” the child responds, “Los animales que más me gustan,” [“I like the animals best,” in Spanish] and continues to converse about other animals at the zoo.

---

**Engages in brief conversations with a shared focus**

- Engages in brief conversations with a shared focus.
- Communicates, “That’s my family,” while looking at a photo with a peer. When the peer makes a comment, “Yes, they have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
- Hands play dough to an adult. When the peer makes a comment, “I’m gonna make a dog,” the child responds, “I’m making a snake.”
- Asks a peer for some materials they need and the peer responds, “Here,” and hands over several blocks, the child 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 makes a comment, “Yes, they have two sisters,” the child responds, “I have a big sister, and that’s my baby sister.”
- Responds to a peer’s comments about animals that live in the zoo, “Fui al zoológico,” [“I went to the zoo,” in Spanish]. When an adult responds, “There are lots of animals in the zoo,” the child responds, “Los animales que más me gustan,” [“I like the animals best,” in Spanish] and continues to converse about other animals at the zoo.

---

**Engages in extended focused conversations that involve reasoning, predicting, clarifying comments or building on the other person’s ideas**

- Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, the child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult asks 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.

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

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○ Child is emerging to the next developmental level

○ If you are unable to rate this measure, explain here:
## Developmental Domain: LLD — Language and Literacy Development

### 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:**

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- **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, or acting out a story**
- **Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests**

### Examples

- Quiets to the sound of a familiar voice.
- Moves in response to an approach by a familiar adult.
- Orientates 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

☐ If you are unable to rate this measure, explain here:
**LLD 6: Comprehension of Age-Appropriate Text**

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

<table>
<thead>
<tr>
<th>Mark the latest developmental level the child has mastered:</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
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<tr>
<td></td>
<td>There are no earlier levels for this measure</td>
<td>Shows interest when attending to books, pictures, or print materials, with an adult</td>
<td>Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult</td>
<td>Makes comments or asks questions about text presented in books or the environment</td>
</tr>
</tbody>
</table>

**Examples**

- Looks at a picture book with an adult.
- Brings a favorite book about baby animals to an adult, to be reread often.
- Points to photos, with captions, that were taken while on a nature walk.
- Turns the page after an adult stops reading a book.
- Touches Braille and image of sheep with textured wool in a book and says, "Sheep."
- Answers, "Cow," when adult asks, "What do you see?" while reading a book about farm animals together.
- Communicates, "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 after an adult reads 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.
- 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?"
- Holds up two books about bears and communicates, "Ang dalawang aklat na ito ay tungkol sa mga usando, ngunit ang mga usa 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. Explain here:

☐ Child is emerging to the next developmental level

☐ If you are unable to rate this measure, explain here:
**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:**

<table>
<thead>
<tr>
<th>Responding</th>
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<th>Building</th>
<th>Integrating</th>
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</tbody>
</table>

- 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

**Examples**

- 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.
- 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. Explain here:
- ○ Child is emerging to the next developmental level
- ○ If you are unable to rate this measure, explain here:
**Developmental Domain: LLD — Language and Literacy Development**

**LLD 8: Phonological Awareness**

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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<tbody>
<tr>
<td>Earlier</td>
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</tbody>
</table>

**Examples**

- **Responding**
  - 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;
  - 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;

- **Responding**
  - 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,” 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.
  - Clips 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?”

- **Responding**
  - 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 – 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.

- **Responding**
  - Communicates, “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.
  - Clips 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?”

* 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. Explain here:
**Developmental Domain:** LLD — Language and Literacy Development

**LLD 9: Letter and Word Knowledge**

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

<table>
<thead>
<tr>
<th>Developmental Continuum</th>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
<td>Later</td>
</tr>
<tr>
<td>There are no earlier levels for this measure</td>
<td>Demonstrates awareness that pictures represent people or things</td>
<td>Demonstrates awareness of a few common simple symbols in the environment</td>
<td>Demonstrates awareness of a few letters in the environment</td>
<td>Identifies letters by name</td>
</tr>
<tr>
<td>Examples</td>
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<tr>
<td>• Points to a picture of a bird in a book when adult communicates “bird.”</td>
<td>• Recognizes that a stop sign means “stop.”</td>
<td>• Holds up hand or communicates, “Me,” when an adult holds up a sign with child’s name.</td>
<td>• Names some letters while looking at an alphabet book.</td>
<td>• Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters correspond to sounds in words</td>
</tr>
<tr>
<td>• Goes and gets teddy bear after seeing a picture of a bear.</td>
<td>• Places paper in a recycling bin after noticing the recycling symbol (three arrows forming a circle) on the bin.</td>
<td>• Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs.</td>
<td>• Points and names some letters in an alphabet puzzle.</td>
<td>• Names at least ten letters while placing them on a magnet board.</td>
</tr>
<tr>
<td>• Sees a photo of mother and communicates, “Mama.”</td>
<td>• Notices a familiar store or business in the neighborhood from its logo.</td>
<td>• Communicates, “I found the same letter,” when playing a letter matching game in print or Braille.</td>
<td>• Identifies some letters in Braille.</td>
<td>• Copy the word “cat” and communicates that it says “cat” (letters may not be written accurately).</td>
</tr>
<tr>
<td>• Asks an adult what signs in Braille say.</td>
<td>• Communicates, “Hay dos letras A en mi nombre, una A grande y una pequeña,” (“I have two As in my name, one big A and one little a,” in Spanish) when reading own name, Anna, on cubby.</td>
<td>• Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book.</td>
<td>• Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book.</td>
<td>• Communicates, “Those both start with B,” after hearing the words “ball” and “bat” in a story.</td>
</tr>
<tr>
<td>• Communicates, “I have two As in my name, one big A and one little a,” in Spanish when reading own name, Anna, on cubby.</td>
<td>• Communicates, “I have two As in my name, one big A and one little a,” in Spanish when reading own name, Anna, on cubby.</td>
<td>• Looks at the word “mat” in large print and says “m” (letter sound).</td>
<td>• Communicates, “I have two As in my name, one big A and one little a,” in Spanish when reading own name, Anna, on cubby.</td>
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</tr>
</tbody>
</table>

〇 Child is not yet at the earliest developmental level on this measure. Explain here:
### Developmental Domain: LLD — Language and Literacy Development

#### LLD 10: Emergent Writing

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

<table>
<thead>
<tr>
<th>Responding</th>
<th>Exploring</th>
<th>Building</th>
<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
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</tbody>
</table>

**Examples**

- **Responding**
  - There are no earlier levels for this measure

- **Exploring**
  - Makes marks on paper
  - Makes scribble marks
  - Makes scribble marks or simple drawings that represent people, things, or events
  - Writes letter-like shapes or a few letters to represent own name or words
  - Writes own name, but may make errors

- **Building**
  - Writes several words or a few simple phrases, but may make errors

- **Integrating**
  - There are no earlier levels for this measure

- **Examples**
  - Dips sponge in paint and dots onto paper.
  - Makes a dot on a paper and then makes more dots using different markers.
  - Holds crayon against paper.
  - 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.
  - Makes marks on paper
  - 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 to write down a restaurant order in the dramatic play area.
  - Uses an adaptive device to hold a marker to make marks on paper to represent the word "mom."
  - Signs a self-made card to grandma, using a few letters from own name.
  - Uses a few letter stamps to represent own name.
  - Writes own name on drawings made in class.
  - Writes, "bog" ("dog"), copying the word from a book, to label a drawing of a dog.
  - Writes "STOP" on a stop sign in a drawing.
  - Writes "I love you" on a drawing made for a family member.
  - Uses a Braille writer to practice writing a few simple words.

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* 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).

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○ Child is not yet at the earliest developmental level on this measure. Explain here:
**Developmental Domain: ELD — English-Language Development**

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

Child shows increasing progress toward fluency in understanding English

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes a few frequently used words or gestures in the home language and culture in familiar situations</td>
<td>Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)</td>
<td>Attends to interactions in English and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines</td>
<td>Shows understanding of some common words and phrases in English during interactions and activities conducted in English, English, occasionally with support of home language, nonverbal cues, or both</td>
<td>Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both</td>
<td>Shows understanding of most information and concepts communicated in English for both instructional and social purposes</td>
</tr>
</tbody>
</table>

**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.
- Orient 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 asks 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.

- Indicates interest in continuing an activity after an adult pauses and asks to continue in the child’s home language.
- Seeks out and plays with peers who speak the child’s home language, while in the dramatic play area.

- 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 asks 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 not yet at the earliest developmental level on this measure. Explain here:
## ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English.

<table>
<thead>
<tr>
<th>Discovering Language</th>
<th>Discovering English</th>
<th>Exploring English</th>
<th>Developing English</th>
<th>Building English</th>
<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a few “first words” or word-like sounds or gestures to communicate in home language</td>
<td>Communicates in home language or nonverbally, or both</td>
<td>Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English</td>
<td>Communicates in English, using single words and common phrases (may mix English with home language)</td>
<td>Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)</td>
<td>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)</td>
</tr>
</tbody>
</table>

### 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 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 in English, “Come! I show you!” while attempting to draw a horse.

**Child is not yet at the earliest developmental level on this measure. Explain here:**

"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.”"
<table>
<thead>
<tr>
<th>Developmental Domain: ELD — English-Language Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELD 3: Understanding and Response to English Literacy Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Discovering Language</strong></th>
<th><strong>Discovering English</strong></th>
<th><strong>Exploring English</strong></th>
<th><strong>Developing English</strong></th>
<th><strong>Building English</strong></th>
<th><strong>Integrating English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language</td>
<td>Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support</td>
<td>Uses home language, gestures, or single words in English to show understanding of literacy activities in English</td>
<td>Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)</td>
<td>Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)</td>
<td>Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)</td>
</tr>
</tbody>
</table>

**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.
- 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.

[Symbol indicating that child is not yet at the earliest developmental level on this measure. Explain here:]

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

DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry — Preschool – Calibration Version August 1, 2014

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## Developmental Domain: ELD — English-Language Development

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

Child shows an increasing understanding that print in English carries meaning.

<table>
<thead>
<tr>
<th>Discovering Language</th>
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<th>Exploring English</th>
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<th>Integrating English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness that pictures represent people or things</td>
<td>Demonstrates awareness that symbols carry meaning or that print in home language carries meaning</td>
<td>Demonstrates awareness that print in English carries meaning</td>
<td>Demonstrates understanding that English print consists of distinct letters with names in English</td>
<td>Identifies several English letters; and Recognizes own name in English print</td>
<td>Identifies at least ten English letters; and Identifies a few printed words frequently used in English</td>
</tr>
</tbody>
</table>

### Examples

- Points to a picture of a bird in a book when adult communicates in home language the word for “bird.”
- Goes and gets teddy bear after seeing a picture of a bear.
- Sees a photo of mother and communicates in home language, “Mama.”
- Shows an adult a book and requests, “Mẹ có thể đọc cho con nghe quyển sách này không?” (“Can you read me this book?” in Vietnamese).
- Gestures toward a Chinese character representing own name and says name.
- Asks an adult to read a note written in home language by a parent.
- Brings tricycle to a stop when a peer holds up a stop sign.
- 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 door, “books,” or “art” while showing own grandma around the room.
- Communicates at name 0 on a peer’s name tag after drawing an O in a sand tray.
- Communicates to a peer, “Mira, este dice ‘s–t–o–p’” while pointing to a Spanish-speaking peer.
- 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 a peer, “Mira, este dice ‘s–t–o–p’” using English letter names, while pointing to a stop sign to a Spanish-speaking peer.

○ Child is not yet at the earliest developmental level on this measure. Explain here:
## Developmental Domain: COG — Cognition, Including Math and Science

### COG 1: Spatial Relationships

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

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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Moves body parts in basic ways</td>
<td>Attends or responds as objects, people, or own body move through space</td>
<td>Explores how self or objects fit in or fill up different spaces</td>
<td>Takes into account spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities</td>
</tr>
</tbody>
</table>

**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 beyond the latest developmental level on this measure
## Developmental Domain: COG — Cognition, Including Math and Science

### COG 2: Imitation
Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways

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<tr>
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<td>Later</td>
<td>Earlier</td>
<td>Later</td>
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</tbody>
</table>

#### Responding
- Responds to facial expressions or vocalizations in basic ways
  - 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.

#### Exploring
- Imitates approximations of single simple actions or sounds when interacting with others
- 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.

#### Building
- Imitates actions, or Repeats familiar words or gestures by others when interacting with them
- 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!”

#### Integrating
- Imitates multiple steps of others’ actions, or Repeats phrases, experienced at an earlier time
- 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.
- Communicates, “Be safe,” (using adult intonation) when friends begin to move too fast through the classroom.
- Communicates, “It’s time to party.”

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- Child is beyond the latest developmental level on this measure
**COG 3: Cause and Effect**
Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect

<table>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td>Responds or shows anticipatory excitement to people, objects, or actions</td>
<td>Repeats actions that have effects</td>
<td>Tries out different behaviors to cause effects</td>
<td>Acts on objects to cause a specific result</td>
</tr>
<tr>
<td>Examples</td>
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<tr>
<td>• Widens eyes or opens mouth when a bottle or breast is presented.</td>
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<tr>
<td>• Quiets in response to an adult's voice.</td>
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<tr>
<td>• Orient to a music toy nearby.</td>
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<tr>
<td>• Shakes a rattle, pauses, then shakes it again.</td>
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<tr>
<td>• Kicks repeatedly at a mobile to make it move.</td>
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<tr>
<td>• Vocalizes, gains a familiar adult's attention, and vocalizes again.</td>
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<tr>
<td>• Pulls an adult's hand to child's face to continue a game of peek-a-boo.</td>
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<td>• Makes a game of pushing different objects off a table, watching or listening as they fall.</td>
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<td>• Presses different buttons on a toy and notices what happens.</td>
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<td>• Tries to turn a doorknob after watching an adult open and close the door.</td>
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<td>• Looks up in the sky and points when hearing a loud noise from a plane flying overhead.</td>
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<tr>
<td>• Pushes on different parts of a toy to try to make music turn on again.</td>
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<td>• Pours water into a water wheel to make it spin.</td>
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<td>• Puts a toy car in a tube and watches it roll out the other end when the tube is tilted.</td>
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<tr>
<td>• Pulls or directs an adult to pull a tab in an interactive book.</td>
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<tr>
<td>• Puts hands over ears before someone pops a balloon or makes another type of loud noise.</td>
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<tr>
<td>• Requests a hat before going outside on a bright day.</td>
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<tr>
<td>• Communicates, “The ice melted and made water because it's hot in the sun.”</td>
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<tr>
<td>• Points to wilted leaves on a plant and communicates that the plant needs water.</td>
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<tr>
<td>• 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.”</td>
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<tr>
<td>• Communicates, “If I kick the ball harder, it will go really far!” during outdoor play.</td>
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<tr>
<td>• Enlarges the base of a block tower by replacing small blocks with large blocks after the tower keeps falling over.</td>
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<tr>
<td>• 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.”</td>
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</table>
### Developmental Domain: COG — Cognition, Including Math and Science

**COG 4: Classification**

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

<table>
<thead>
<tr>
<th>Responding</th>
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<th>Integrating</th>
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</thead>
<tbody>
<tr>
<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Later</td>
</tr>
<tr>
<td><strong>Attends to people, objects, or events</strong></td>
<td><strong>Interacts differently with familiar people and objects than with unfamiliar people and objects</strong></td>
<td><strong>Associates a person or object with another person or object, based on a similarity or relationship between them</strong></td>
<td><strong>Sorts objects into two groups based on one attribute, but not always accurately</strong></td>
</tr>
</tbody>
</table>

**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.
- 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.
- 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 flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items.
- Separates a pile of toy animals by kind (e.g., dogs, cats, and birds).
- Sorts shoes based on color, and then re-sorts by type (e.g., slippers, boots, tennis shoes).
- Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).
## COG 5: Number Sense of Quantity

Child shows developing understanding of number and quantity

<table>
<thead>
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<td>Earlier</td>
<td>Later</td>
<td>Earlier</td>
<td>Middle</td>
</tr>
<tr>
<td>Responds to people or objects in basic ways</td>
<td>Responds to changes in the number of objects observed or interacted with</td>
<td>Demonstrates awareness of quantity</td>
<td>Uses number names, but not always correctly, in situations related to number or quantity</td>
</tr>
<tr>
<td>Shows understanding that the last number counted is the total number of objects in the group</td>
<td>Shows understanding that the last number counted is the total number of objects in the group</td>
<td>Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20</td>
<td></td>
</tr>
</tbody>
</table>

### Examples

- **Responding**
  - 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.
  - Responds to changes in the number of objects observed or interacted with.
  - Attempts to change the number of objects observed or interacted with.
  - 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.

- **Exploring**
  - Communicates, “Dos,” (“Two,” in Spanish) and holds up two cups in the play kitchen.
  - 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.
  - 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, “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, “Three dogs,” while looking at a picture of three dogs.
  - 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?”

- **Building**
  - Communicates, “Dos,” (“Two,” in Spanish) and holds up two cups in the play kitchen.
  - 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.
  - 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, “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?”

- **Integrating**
  - Communicates, “Dos,” (“Two,” in Spanish) and holds up two cups in the play kitchen.
  - 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.
  - 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, “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?”

**Examples of Specific Behaviors**

- **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.
  - 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.

- **Communicates, “Dos,” (“Two,” in Spanish) and holds up two cups in the play kitchen.**
  - 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.
  - 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, “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?”

- **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.

- **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.

- **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.

- **Earlier**
  - Recites numbers correctly, up to 20.
  - Shows 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.
<table>
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<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
</tr>
</tbody>
</table>

There are no earlier levels for this measure

- **Responding**
  - Demonstrates awareness of quantity
  - Manipulates objects and explores the change in the number in a group

- **Exploring**
  - 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.

- **Building**
  - 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 một cái và bạn có một cái,” [“I have one and you have one,” in Vietnamese].

- **Integrating**
  - Communicates, “Now we have three,” when adding a third snail to the two collected from the yard.
  - Communicates, “Only two left,” when an adult removes a broken wagon from a group of three wagons.
  - Gives one of two cars to another child, and then communicates, “Tôi có một cái và bạn có một cái,” [“I have one and you have one,” in Vietnamese].

**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.
- 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.

**Child is not yet at the earliest developmental level on this measure. Explain here:**

- Communicates, “Now we have three,” when adding a third snail to the two collected from the yard.
- Communicates, “Only two left,” when an adult removes a broken wagon from a group of three wagons.
- Gives one of two cars to another child, and then communicates, “Tôi có một cái và bạn có một cái,” [“I have one and you have one,” in Vietnamese].

- Communicates, “Now we have three,” when adding a third snail to the two collected from the yard.
- Communicates, “Only two left,” when an adult removes a broken wagon from a group of three wagons.
- Gives one of two cars to another child, and then communicates, “Tôi có một cái và bạn có một cái,” [“I have one and you have one,” in Vietnamese].
**COG 7: Measurement**

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

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<tr>
<td>There are no earlier levels for this measure</td>
<td>Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)</td>
<td>Shows understanding of some measurable properties (e.g., size, length, weight, capacity)</td>
<td>Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words</td>
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</tbody>
</table>

**Examples**

- Gestures by holding one hand high in the air to indicate that an adult is tall.
- Positions arms and legs far apart to “catch” a big ball while sitting on the floor.
- Finds the big doll when asked to do so.
- Grunts before picking up an object that might be heavy.
- 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.
- Communicates, “Este es más largo,” “[This one is longer, in Spanish] when placing train tracks side by side to check which is longer.
- Communicates, “My braid goes down my back. It’s long.”
- Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower.
- Arranges several leaves by size while outside on the playground.
- Lines up several stuffed animals from smallest to largest, during pretend play.
- Chooses the bigger of two buckets when asked to bring the one that will hold more water.
- Communicates, “This rug is 10 steps long!”
- 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!”

- Communicates, “Este es más largo,” “[This one is longer, in Spanish] when placing train tracks side by side to check which is longer.
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- Communicates, “This rug is 10 steps long!”
- 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. Explain here:**
**COG 8: Patterning**

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

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<tr>
<td><strong>Examples</strong></td>
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<tr>
<td>There are no earlier levels for this measure</td>
<td>Notices and responds to simple repeating sequences</td>
<td>Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions</td>
<td>Matches simple sequences that are seen, heard, or experienced</td>
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</tbody>
</table>

- Watches intently and waves hands while adult sings “Open, shut them” song.
- 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.”
- 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. Explain here:
**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 9: Shapes**
Child shows an increasing knowledge of shapes and their characteristics

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<tr>
<td><strong>Examples</strong></td>
<td>Explores shapes of objects</td>
<td>Manipulates objects based on shape</td>
<td>Identifies or names several shapes in the environment (e.g., circles, squares, triangles)</td>
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<td><strong>Child is not yet at the earliest developmental level on this measure. Explain here:</strong></td>
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</table>
**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 10: Inquiry Through Observation and Investigation**

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

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<tr>
<td>Earlier</td>
<td>Shows interest in people or things in the environment</td>
<td>Engages in sustained explorations</td>
<td>Engages in detailed observations and complex investigations to answer questions of interest</td>
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<tr>
<td>Later</td>
<td>Engages in simple purposeful explorations of familiar objects in the environment</td>
<td>Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions</td>
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**Examples**

- 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.
- Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier.
- 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.
- Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.
- Predicts 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.
- Communicates that a “roly-poly” bug will roll up into a ball if touched, and then checks by touching it.
- 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.”
- Picks up a snail after observing it for a while. Then asks, “Where did its head go?” when the snail goes into its shell.
- Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult.
- 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 silkworm to create a cocoon and turn into a butterfly.

○ Child is not yet at the earliest developmental level on this measure. Explain here:
**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 11: Documentation and Communication of Inquiry**

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

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<td></td>
<td>Identifies objects or events in the environment</td>
<td>Communicates simple observations about objects or events in the environment</td>
<td>Communicates similarities or differences in the characteristics of objects</td>
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</table>

**Examples**

- 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

- 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.
- Takes photos each week of what happens with sunflower seeds that were planted and puts the pictures together in a book.
- 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. Explain here:
**Developmental Domain: COG — Cognition, Including Math and Science**

**COG 12: 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.

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- **Examples**

  - **Responding**
    - There are no earlier levels for this measure

  - **Exploring**
    - 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)

  - **Building**
    - Demonstrates 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)

  - **Integrating**
    - 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)

- **Examples**

  - **Responding**
    - 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.

  - **Exploring**
    - 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.

  - **Building**
    - 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.”
    - Communicates, “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.

  - **Integrating**
    - Feeds a rabbit and then explains, “It needs lettuce to grow. All animals need food.” in Chinese.
    - 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 not yet at the earliest developmental level on this measure. Explain here:**
### Developmental Domain: PD-HLTH — Physical Development–Health

**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.

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<td>Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts</td>
<td>Responds to sensory information by moving body or limbs to reach for or move toward people or objects</td>
<td>Uses sensory information to control body while exploring people, objects, or changes in the physical environment</td>
<td>Demonstrates awareness of major body parts by exploring their movement potential</td>
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<td>Adjusts aspects of movement (e.g., effort, spatial, directional) during new with basic movements for or move toward people, objects, or move toward people or objects</td>
<td>Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance</td>
<td>Adjusts aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces</td>
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<td>Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces</td>
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**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.
- Carries a large-sized empty box through a doorway, with the help of another child.
- 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.
## 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).

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### Moves in basic and often involuntary ways
- 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
- Attempts to coordinate 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

### 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 by using arms to pull self forward.
- 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 short strides, and sometimes has difficulty stopping.
- Crouches down and attempts to jump up, with heels barely coming off of the ground.
- Hops with two feet leaving the ground momentarily.
- Runs with short strides, showing arm and leg opposition (e.g., right arm and left leg).
- 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).
- 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.
## PD-HLTH 3: Gross Motor Manipulative Skills

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

### Developmental Continuum

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<tr>
<td>Moves in basic and often involuntary ways</td>
<td>Uses arms, legs, or body to move toward or reach for people or objects</td>
<td>Uses arms, legs, or body to engage in simple, repeated actions on objects</td>
<td>Manipulates objects, using one or more body parts, with limited stability</td>
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</tbody>
</table>
| 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.  
• 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.  
• Uses hands to catch a beanbag tossed to either side of the body.  
• Strips and kicks a stationary ball, showing 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. | 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 |
**Developmental Domain: PD-HLTH — Physical Development–Health**

**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.

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<tr>
<th>Responding</th>
<th>Exploring</th>
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<tbody>
<tr>
<td><strong>Earlier</strong></td>
<td><strong>Middle</strong></td>
<td><strong>Later</strong></td>
<td><strong>Earlier</strong></td>
</tr>
<tr>
<td>Moves arms or hands in basic ways</td>
<td>Uses arms or hands to make contact with objects in the environment</td>
<td>Grasps objects with entire hand</td>
<td>Grasps objects with fingers and thumb</td>
</tr>
<tr>
<td>Responding</td>
<td>Exploring</td>
<td>Building</td>
<td>Integrating</td>
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<tr>
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<td>Moves arms or hands in basic ways</td>
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<tr>
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<td>Earlier</td>
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</tr>
<tr>
<td>Moves arms or hands in basic ways</td>
<td>Uses arms or hands to make contact with objects in the environment</td>
<td>Grasps objects with entire hand</td>
<td>Grasps objects with fingers and thumb</td>
</tr>
</tbody>
</table>

**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.
- Holds 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 details of a picture on the computer screen.
- Unfastens buckle on chest strap of wheelchair.
- Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.
- 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 details of a picture on the computer screen.
- Unfastens buckle on chest strap of wheelchair.
- Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.
- 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 details of a picture on the computer screen.
- Unfastens buckle on chest strap of wheelchair.
- Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.

*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.*
### PD-HLTH 5: Safety

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

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</table>

- 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 on own in familiar environments, with occasional adult reminders
- Follows basic safety practices on own in familiar and novel situations
- Communicates an understanding of some safety practices to others

#### Examples

- Starts after hearing a loud noise.
- Closes eyes in response to a bright light.
- Cries when touched by a cold washcloth.
- Turns away from an unfamiliar adult after the adult’s grip loosens while child is being carried.
- Cries when an unfamiliar adult approaches.
- Turns away from a loud noise.
- Clings to a familiar adult after the adult’s grip loosens while child is being carried.
- 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.

---

PD-HLTH 5

PD-HLTH 5

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### PD-HLTH 6: Personal Care Routines: Hygiene

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

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- **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**

#### 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.
- 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.
- Communication 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 when an adult tries to wipe child’s nose.
- 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 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.
- 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.
Developmental Domain: PD-HLTH — Physical Development–Health

**PD-HLTH 7: Personal Care Routines: Self-Feeding**
Child responds to feeding and feeds self with increasing proficiency

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<tr>
<td>Responds in basic ways during feeding</td>
<td>Shows interest in participating in the process of being fed</td>
<td>Feeds self some finger food items</td>
<td>Feeds self some foods when using utensil(s) or an open cup, sometimes needing help</td>
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</tbody>
</table>

**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.
- Holds and bites a banana.
- Picks up and eats crackers from a tray.
- Feeds self small pieces of food, such as cereal or cheese, with fingers or whole hand.
- Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping.
- Drinks from an open cup while an adult guides the cup.
- Serves self from a serving bowl, using a large spoon, while someone else holds the bowl.
- Drinks water from a small open cup.
- Uses an adaptive plate and spoon to feed self when positioned functionally.
- 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.
### Developmental Domain: PD-HLTH — Physical Development–Health

**PD-HLTH 8: Personal Care Routines: Dressing**

Child develops and refines ability to dress self

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</tr>
<tr>
<td>Responds in basic ways during dressing</td>
<td>Responds in ways that demonstrate awareness of a dressing routine</td>
<td>Anticipates one or two steps of a dressing routine</td>
<td>Participates with adult in dressing self</td>
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<tr>
<td><strong>Examples</strong></td>
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<tr>
<td>- Cries or fusses when diaper is changed.</td>
<td>- Shifts body as an adult puts a clean diaper on child.</td>
<td>- Extends arms out when an adult approaches with a shirt.</td>
<td>- Puts legs through pant legs with adult assistance, and then pulls up pants on own.</td>
</tr>
<tr>
<td>- Looks at adult while being dressed.</td>
<td>- Squirms to avoid having head pulled over the shirt while being dressed.</td>
<td>- Leans toward an adult while a shirt is being put on child.</td>
<td>- Puts on own jacket as an adult holds it open or lays it out.</td>
</tr>
<tr>
<td>- Blinks eyes as clothing is placed over head.</td>
<td>- Allows an adult to move child’s arms while removing child’s jacket.</td>
<td>- Sits down and extends feet for an adult to put shoes on child.</td>
<td>- Puts on own socks and shoes, but needs shoes tied or tabs fastened.</td>
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<td>- Changes into T-shirt and sweatpants on own after water play.</td>
</tr>
</tbody>
</table>

Examples:
- Cries or fusses when diaper is changed.
- Shifts body as an adult puts a clean diaper on child.
- Squirms to avoid having head pulled over the shirt 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 shirt.
- 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.
- Pulls on loose-fitting socks on own.
- Zips own jacket up, but needs adult assistance with starting the zipper.
- Zips and snaps own pants.

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**Developmental Domain: PD-HLTH — Physical Development–Health**

**PD-HLTH 9: Active Physical Play**

Child engages in physical activities with increasing endurance and intensity*

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<td>Earlier</td>
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</tbody>
</table>

- **Responding**
  - Earlier
  - There are no earlier levels for this measure

- **Exploring**
  - 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

- **Building**
  - Seeks to engage in active physical activities or play routinely, with increased intensity and duration

- **Integrating**
  - Earlier

**Examples**

- 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.
- Runs to the fence and back several times, while using a mobility device (e.g., walker, crutches, wheelchair).
- Joins a group of peers kicking and chasing a soccer ball around a play yard.
- Joins in a dance started by a peer and then dances until the song ends.
- Climbs and down around a climbing structure several times.
- Joins a group of peers kicking and chasing a soccer ball around a play yard.
- Joins a group of peers kicking and chasing a soccer ball around a play yard.
- Joins a group of peers kicking and chasing a soccer ball around a play yard.
- 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. Explain here:
**PD-HLTH 10: Nutrition**
Child demonstrates increasing knowledge about nutrition and healthful food choices

<table>
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<tr>
<td>There are no earlier levels for this measure</td>
<td>Shows a preference for several favorite foods</td>
<td>Shows interest in a variety of foods</td>
<td>Recognizes or identifies a variety of foods</td>
</tr>
</tbody>
</table>

**Examples**

- **Selects a banana when offered choice between a banana and an apple.**
- **Selects a carrot when offered a choice between carrots and celery.**
- **Chooses the picture of 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.**
- **Purses lips together between carrots and 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. Explain here:
### HSS 1: Sense of Time

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

#### Responding

<table>
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<tbody>
<tr>
<td>There are no earlier levels for this measure.</td>
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</table>

#### Exploring

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<tr>
<th>Earlier</th>
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<tbody>
<tr>
<td>Participates in the steps of a familiar routine or activity.</td>
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<tr>
<td>Recalls familiar routines, people, activities, or places, anticipating their occurrence.</td>
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<tr>
<td>Communicates about or acts out events that just happened; and asks about activities that will happen soon.</td>
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<td>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.</td>
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<td>Relates past events to one another or to the present; and plans for the near future.</td>
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<td>Distinguishes what happened a long time ago from what happened in the recent past, or distinguishes what will happen in the near future from what will happen much later.</td>
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#### Building

<table>
<thead>
<tr>
<th>Earlier</th>
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<tbody>
<tr>
<td>Goes to wash hands when other children go to wash hands.</td>
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<tr>
<td>Puts backpack and coat in cubby during morning arrival.</td>
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<tr>
<td>Puts plate into dish bin after lunch.</td>
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<tr>
<td>søstern minen an xè infinit [‘Is it time for snack?’ in Vietnamese] when finishing painting.</td>
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<tr>
<td>Communicates to an adult that a friend moved away and now doesn’t come to the school anymore.</td>
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<tr>
<td>Communicates, using a communication board, “I’m going to make a card today for my mom’s birthday next week,” in Chinese.</td>
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#### Integrating

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<tr>
<td>Communicates about seeing a dog and a squirrel, after coming back from a walk.</td>
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<tr>
<td>Communicates to an adult that a friend moved away and now doesn’t come to the school anymore.</td>
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<tr>
<td>Communicates, “Someone didn’t put the lids on yesterday. Now the paint is dried up.”</td>
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<tr>
<td>Communicates to an adult that a friend moved away and now doesn’t come to the school anymore.</td>
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<td>Communicates, “I will be in this school this year, but next year, I will be at my sister’s school.”</td>
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</tbody>
</table>

#### Examples

- Goes to wash hands when other children go to wash hands.
- Puts backpack and coat in cubby during morning arrival.
- Puts plate into dish bin after lunch.
- søstern minen an xè infinit [‘Is it time for snack?’ in Vietnamese] when finishing painting.
- Communicates to an adult that a friend moved away and now doesn’t come to the school anymore.

### Child is not yet at the earliest developmental level on this measure. Explain here:

- Child is not yet at the earliest developmental level on this measure. Explain here.
Developmental Domain: HSS — History–Social Science

**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.

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**Examples**

- Joins other children who are sitting together on the rug.
- 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.”
- Communicates, “It’s not like a neighborhood.”

○ Child is not yet at the earliest developmental level on this measure. Explain here:
# HSS 3: Ecology

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

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**Examples**

- Points to the class guinea pig in a cage.
- Notices a bug near the sandbox.
- Looks briefly as butterfly goes by.
- 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.
- Comments 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.
- Communicates to a peer that paper scraps go into the recycling bin, pointing to bin label for guidance.
- 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.
- Communicates to another child, “Recycle!”
- 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.

There are no earlier levels for this measure.

- Child is not yet at the earliest developmental level on this measure. Explain here:
### 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.

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**Examples**

- **Responding**
  - Takes action to get needs or wants met without considering impact on others or self.

- **Exploring**
  - 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.

- **Building**
  - 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.
  - Communicates to another child in the block area, “I’m playing with the blocks. You can play with the cars.”

- **Integrating**
  - 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. Explain here:
### Developmental Domain: HSS — History–Social Science

**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.

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<td>There are no earlier levels for this measure</td>
<td>Takes action to get needs or wants met without considering impact on others</td>
<td>Needs specific adult guidance to cooperate with group expectations</td>
<td>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</td>
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<td>Examples</td>
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<tr>
<td>• Continues playing while other children are cleaning up during clean-up time.</td>
<td>• Takes toys handed by an adult one by one at clean-up time and puts them on the shelf to help.</td>
<td>• Stops building a road with blocks and begins to put away blocks when an adult models for child and sings the “clean up” song.</td>
<td>• Follows the morning routine of putting away belongings, but then needs adult reminder before washing hands and going to the breakfast table.</td>
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<td>• Reaches for food on another child’s plate.</td>
<td>• Joins a group for lunch after an adult encourages child to come to the table.</td>
<td>• 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.”</td>
<td>• Rides on the bike path for several laps on a wheeled toy, after being reminded by an adult to stay on the path so that everyone is safe.</td>
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<td>• Takes an object of interest away from another child.</td>
<td>• Makes room for another child to sit when adult communicates that the other child needs more space.</td>
<td>• 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.”</td>
<td>• Follows expected steps of putting away toys, putting on coat, and sitting on the rug to wait to go outside, after being shown a visual schedule depicting the sequence of steps.</td>
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<td>• Steps in front of other children who are waiting to take their turn.</td>
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☉ Child is not yet at the earliest developmental level on this measure. Explain here:
## Developmental Domain: VPA — Visual and Performing Arts

### 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.

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**There are no earlier levels for this measure.**

**Examples**

- 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).
- Creates 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 tubes together and weaves colorful yarn around them to make a dream catcher.
- 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.

- Child is not yet at the earliest developmental level on this measure. Explain here:
## Developmental Domain: VPA — Visual and Performing Arts
### VPA 2: Music
Child expresses and creates by making musical sounds, with increasing intentionality and complexity

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- **Responding**

- **Earlier**
  - Demonstrates interest in musical sounds

- **Later**
  - 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

- **Examples**
  - 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.
  - Plays rhythm sticks along with a beat while feeling vibrations from a big drum on the floor.
  - 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.

- **Integrating**

- **Earlier**
  - 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)

- **Child is not yet at the earliest developmental level on this measure. Explain here:**
**Developmental Domain: VPA — Visual and Performing Arts**

**VPA 3: Drama**
Child increases engagement, skill development, and creative expression in drama

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- **Responding**
  - There are no earlier levels for this measure.

- **Exploring**
  - 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.

- **Building**
  - Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting.

- **Integrating**
  - Communicates details about a character’s emotions or thoughts when contributing to an improvised drama.

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**Examples**

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- **Examples**
  - **Responding**
    - There are no earlier levels for this measure.

- **Exploring**
  - 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.

- **Examples**
  - Puffs up cheeks and swirls out a character.
  - Communicates, “We can push him in the water. Help me!”
  - 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.

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**Child is not yet at the earliest developmental level on this measure. Explain here:**

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**VPA 3**

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<td>DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry – Preschool – Calibration Version August 1, 2014</td>
<td>Do not distribute or use for other purposes © 2013-2014 California Department of Education – All rights reserved</td>
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## Developmental Domain: VPA — Visual and Performing Arts

### VPA 4: Dance

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

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- **Responding**
  - There are no earlier levels for this measure

- **Exploring**
  - 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

- **Building**
  - Marches around the room
  - Rolls body on the floor in a line dance led by an adult
  - Pauses, in a variety of positions while dancing to movements in a book
  - Changes 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.
  - 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.

- **Integrating**
  - Watches intently as other children move or dance to music.
  - Moves toward other children who are doing dance-like movements with streamers.
  - 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 taps legs to the rhythm of a song.
  - Sways head back and forth to the beat of music.
  - Moves arms up and down in response to vibrations from music.
  - Moves to music, matching an adult's side-to-side movements or other simple movements.
  - 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.
  - Marches around the room in response to drumming by a peer.
  - Moves 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.
  - Moves to music, matching an adult's side-to-side movements or other simple movements.
  - 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.

**Examples**

- Watches intently as other children move or dance to music.
- Moves toward other children who are doing dance-like movements with streamers.
- 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 taps legs to the rhythm of a song.
- Sways head back and forth to the beat of music.
- Moves arms up and down in response to vibrations from music.
- Marches around the room in response to drumming by a peer.
- Moves 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.
- 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. Explain here:
Appendix A:
Glossary of Terms and Phrases Used in the DRDP (2015)

Assemblage: An artistic composition made from scraps, junk, or odds and ends.
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.
Appears in:
COG 10: Inquiry Through Observation and Investigation
COG 11: Documentation and Communication of Inquiry

Locomotor Skills: The ability to project the body into or through space.
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).
Appears in PD-HLTH 3: Gross Motor Manipulative Skills

Observe / Observation: Gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste and noticing specific details or phenomena that ordinarily might be overlooked.
Appears in:
COG 10: Inquiry Through Observation and Investigation
COG 11: 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.
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/.
Appears in LLD 8: Phonological Awareness
Appendix B: 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.