The DRDP® (2010) Mini Measures are a pocket sized format of the DRDP® (2010) measures and developmental levels that teachers can use as a quick reference guide during busy school days.

PRINT
Print Mini Measures cards on card stock for laser & inkjet printers. Print the pages designated below double-sided so that the corresponding definitions are on the backs of the cards. DRDP-PS® (2010) Mini Measures divide the measures into 7 sections with Desired Results dividers.

- Developmental Domain (SSD): Measures 1-12
- Developmental Domain (LLD): Measures 13-22
- Developmental Domain (ELD): Measures 23-26
- Developmental Domain (COG): Measures 27-31
- Developmental Domain (MATH): Measures 32-37
- Developmental Domain (PD): Measures 38-40
- Developmental Domain (HLTH): Measures 41-43

For easy recognition, use a different color of paper for each of section of the developmental domains. For example, use these different paper colors to print the cards:

- Pink for (SSD) divider & Measures 1-12, yellow for (LLD) divider & Measures 13-22, gray for (ELD) divider & Measures 23-26, blue for (COG) divider & Measures 27-31, green for (MATH) divider & Measures 32-37, goldenrod for (PD) divider & Measures 38-40, and ivory for (HLTH) divider & Measures 41-43

Print page 2 one side only
Print page 3 & 4 double-sided
Print page 5 & 6 double-sided
Print page 7 & 8 double-sided
Print page 9 & 10 double-sided
Print page 11 & 12 double-sided
Print page 13 & 14 double-sided
Print page 15 & 16 double-sided
Print page 17 & 18 double-sided
Print page 19 & 20 double-sided
Print page 21 one side only
Print page 22 one side only

Carefully cut card pages on dashed lines.
Collate measure cards in numeric order with developmental domain divider cards in front of each developmental domain group.

- Punch dot with a hole punch.
- Bind cards with a key ring.

Contents: 1 page of instructions, 21 pages of cards
Additional supplies needed:
- Scissors or a paper cutter to separate the cards
- A hole punch to punch each card
- A keyring to keep the cards together
Optional accessories: A neckband or key chain to attach to the keyring for easy access

Store in apron pocket, on a belt hook, or key chain.
Desired Results

1. Children are personally and socially competent
2. Children are effective learners
3. Children show physical and motor competence
4. Children are safe and healthy

Mini Measures are a pocket sized format designed to support a quick reference guide to the developmental levels of the DRDP© (2010).

DRDP-PS© (2010) Mini Measures divides the measures into seven sections according to the developmental domains:

- Self and Social Development (SSD): Measures 1-12
- Language and Literacy Development (LLD): Measures 13-22
- English Language Learners (ELD): Measures 23-26
- Cognitive Development (COG): Measures 27-31
- Math (Math): Measures 32-37
- Motor and Perceptual Development (MPD): Measures 38-40
- Health (HLTH): Measures 41-43

Create individual cards by cutting on dashed lines. Punch the dots to bind with a key ring.
Identity of self

| Exploring | Shows recognition of self as individual, recognizing own name and names of familiar people |
| Developing | Describes self or others based on obvious physical characteristics |
| Building | Describes self and others in terms of preferences |
| Integrating | Accurately compares self to others and displays a growing awareness of own thoughts and feelings |

Expressions of empathy

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

Recognition of own skills and accomplishments

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

Taking turns

| Exploring | Needs adult prompting or support to wait for turn |
| Developing | Uses adult-structured procedures for taking turns, including rules and cues |
| Building | Demonstrates knowledge of rules and procedures for taking turns and abides by them most of the time |
| Integrating | Routinely proposes taking turns as a solution to conflicts over materials and equipment |

Impulse control

| Exploring | Accepts active adult guidance and support to stop self from acting impulsively on desires or needs |
| Developing | Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support |
| Building | Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help |
| Integrating | Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively |

Create individual cards by cutting on dashed lines. Punch the dots to bind with a key ring.
**Developmental Domain**
Self and social development SSD1

**Measure 1: Identity of self**

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

**Developmental Domain**
Self and social development SSD2

**Measure 2: Recognition of own skills and accomplishments**

**Definition:** Child evaluates and takes pleasure in own ability to perform skillfully.

**Developmental Domain**
Self and social development SSD3

**Measure 3: Expressions of empathy**

**Definition:** Child shows awareness of others’ feelings and responds to expressions of feelings in ways that are increasingly appropriate to the other’s needs.

**Developmental Domain**
Self and social development SSD4

**Measure 4: Impulse control**

**Definition:** Child develops strategies for regulating responses in increasingly socially appropriate ways.

**Developmental Domain**
Self and social development SSD5

**Measure 5: Taking turns**

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

**Developmental Domain**
Self and social development SSD6

**Measure 6: Awareness of diversity in self and others**

**Definition:** Child acknowledges and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community.
## Relationships with adults

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Developing</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
<td>Seeks interaction with familiar adult for company, help, or comfort</td>
<td>Attempts to establish a relationship with an adult by cooperating and interacting</td>
<td>Seeks to share experience, engage in cooperative activity, or get information from adults</td>
<td>Works cooperatively with an adult to plan and organize activities and to solve problems</td>
</tr>
</tbody>
</table>

## Awareness of diversity in self and others

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Developing</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
<td>Shows awareness of physical differences in others</td>
<td>Identifies physical differences and similarities between self and others</td>
<td>Expresses awareness of differences and similarities between self and others, such as language, culture, or special needs</td>
<td>Demonstrates an understanding of inclusion or fairness through actions or words</td>
</tr>
</tbody>
</table>

## Socio-dramatic play

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Developing</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
<td>Engages in brief pretend play on own</td>
<td>Communicates about pretend play with a peer</td>
<td>Takes a role in a play situation with other children, but without planning the role or the pretend play</td>
<td>Takes a role in a play situation with other children where they have agreed on roles and how they will pretend play</td>
</tr>
</tbody>
</table>

## Cooperative play with peers

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Developing</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
<td>Interacts with other children side by side as they play with similar materials</td>
<td>Engages with another child or children in play involving a common idea or purpose</td>
<td>Shows preference for particular playmates, but plays cooperatively with a variety of children</td>
<td>Leads or participates in planning cooperative play with other children</td>
</tr>
</tbody>
</table>

## Conflict negotiation

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Developing</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
<td>Asserts self using facial expression, words, or actions in conflict situations, but needs an adult to suggest resolutions</td>
<td>Starts to use appropriate words and actions to express own desires, and, sometimes, seeks adult help to resolve a conflict when needed</td>
<td>Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs</td>
<td>Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions</td>
</tr>
</tbody>
</table>

## Friendships with peers

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Developing</th>
<th>Building</th>
<th>Integrating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
<td>Child positively interacts with many peers</td>
<td>Identifies another child as a friend or seeks out a particular child with whom to play</td>
<td>Engages in social games and pretend play with a particular child</td>
<td>Prefers to play with a particular child who also expresses preference for him or her</td>
</tr>
</tbody>
</table>

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Create individual cards by cutting on dashed lines. Punch the dots to bind with a key ring.
Measure 7: Relationships with adults
Definition: Child interacts with adult in ways that become increasingly cooperative, including sharing, joint planning, and problem solving.

Measure 8: Cooperative play with peers
Definition: Child interacts with peers through play that becomes increasingly cooperative and oriented towards a shared purpose.

Measure 9: Socio-dramatic play
Definition: Child learns to play with others using organized role-playing and symbolic play.

Measure 10: Friendship with peers
Definition: Child forms increasingly closer relationships with specific peers, sharing experiences and activities.

Measure 11: Conflict negotiation
Definition: Child learns how to understand the needs of other children and to negotiate constructively within the constraints of social rules and values.

Measure 12: Shared use of space and materials
Definition: Child develops the ability to share with others and initiates sharing of space and objects.
Developmental Domain (LLD)

Language and Literacy Development

measures 13–22

Shared use of space and materials

Exploring | Tries to keep control over space and materials he or she is using
Developing | Maintains control of materials or space that he or she cares about, but allows others to use the rest
Building | With adult prompting, shares with another child material or space he or she is using or wants to use
Integrating | Without adult prompting, invites others to share materials or space he or she is using

Follows increasingly complex instructions

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

Comprehension of meaning

Exploring | Shows understanding of the meaning of simple words, phrases, stories, and songs
Developing | Shows understanding of more complex words and phrases in conversations, stories, and learning activities
Building | Shows understanding that language refers to imaginary, past, or future events
Integrating | Shows understanding that language describes how and why things happen

Language in conversation

Exploring | Communicates with others, using language for basic purposes, such as requesting, rejecting, and describing; speaks clearly enough to be understood by familiar adults and children
Developing | Has short conversations
Building | Has extended conversations about real or imaginary experiences
Integrating | Has extended conversations that build on emotions, ideas, and information shared with the other person; speaks clearly enough to be understood by most familiar and unfamiliar adults and children

Expression of self through language

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

Create individual cards by cutting on dashed lines. Punch the dots to bind with a key ring.
Measure 13: Comprehension of meaning
Definition: Child receives, understands, and responds to oral language that uses increasingly complex words, phrases, and ideas

Measure 14: Following increasingly complex instructions
Definition: Child understands and responds to increasingly complex directions and requests

Measure 15: Expression of self through language
Definition: Child uses language to communicate with increasingly complex words and sentences

Measure 16: Language in conversation
Definition: Child engages in increasingly extended conversations following the appropriate social use of language

Measure 17: Interest in literacy
Definition: Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities
### Comprehension of age-appropriate test presented by adults

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Participates in group literacy activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Actively engages in literacy activities</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Seeks a variety of literacy activities</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Initiates literacy activities</td>
</tr>
</tbody>
</table>

### Interest in literacy

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Shows knowledge of main characters, events, or information in a familiar story or informational text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Shows increased knowledge and understanding of details and sequencing in fictional and nonfictional text</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Demonstrates understanding of text by describing, predicting, summarizing, or comparing and contrasting</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Shows understanding that print is organized into units and knows some vocabulary that describes print</td>
</tr>
</tbody>
</table>

### Phonological awareness

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Engages in play with sounds in words and songs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Begins to show awareness of word sound units, such as syllables</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Blends and segments compound words and syllables without support of pictures or objects</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Blends and segments parts of words, with support of pictures or objects</td>
</tr>
</tbody>
</table>

### Concepts about print

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Shows understanding that print carries meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Shows understanding of print conventions on a page of text</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Shows understanding that print is organized into units and knows some vocabulary that describes print</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Shows understanding of the way books are handled and organized</td>
</tr>
</tbody>
</table>

### Emergent writing

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Makes scribble-pictures of people, things, or events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Makes scribbles as pretend writing and attributes meaning to writing</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Writes letters or letter-like shapes</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Writes own name and simple words, with most letters correct</td>
</tr>
</tbody>
</table>

### Letter and word knowledge

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Recognizes simple symbols (numbers, letters, logos) in the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Knows some letters by sight and by name or recognizes own name in print</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Knows ten or more letters by sight and by name</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Knows most of the letters by sight and by name, recognizes some familiar whole written words; and understands that letters make up words and have corresponding sounds</td>
</tr>
</tbody>
</table>
Measure 18: Comprehension of age-appropriate text presented by adults
Definition: Child understands and responds to details and ideas from age-appropriate text presented by adults

Measure 19: Concepts about print
Definition: Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

Measure 20: Phonological awareness
Definition: Child shows awareness of the sounds that make up language, including the segmentation of sounds in words and recognition of word rhyming and alliteration

Measure 21: Letter and word knowledge
Definition: Child shows increasing awareness of symbols and letters, that letters make up words, and eventually that letters have sounds

Measure 22: Emergent writing
Definition: Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning
### Comprehension of English (receptive English)

**Exploring**
- Shows little understanding of English; begins to attend to interactions and activities conducted in English, when supported by home language and visual cues, such as body language or behaviors of others

**Developing**
- Demonstrates understanding of a few English words and phrases; more frequently attends to and participates in group activities conducted in English, with less home language support to other cues

**Building**
- Often demonstrates understanding of basic vocabulary and concepts in English; actively engages in group and individual activities conducted in English, may occasionally be supported by home language or other cues

**Integrating**
- Demonstrates understanding of vocabulary and concepts in English for both instructional and social situations, including complex words and phrases; actively engages in group and individual activities conducted in English, without the support of home language or other cues

### Understanding and response to English literacy activities

**Exploring**
- Demonstrates interest in literacy activities presented in English; shows interest in simple activities when supported by the home language and contextual cues

**Developing**
- Demonstrates some understanding of what is being communicated during literacy activities in English; may respond using gestures or home language

**Building**
- Communicates parts of a book, story, song, or poem told or read in English through actions and words/simple phrases in English; may mix home English with home language

**Integrating**
- Communicates content of a book, story, or poem using more elaborated English phrases; may occasionally mix English with home language

### Self expression in English (expressive English)

**Exploring**
- Communicates mostly or exclusively in home language or non-verbally

**Developing**
- Uses single words or short memorized sequences of sounds in English to communicate about routines and needs; mixes English with the home language

**Building**
- Communicates in English, using phrases and incomplete sentences in which words or parts of words are omitted; may mix English with the home language

**Integrating**
- Communicates in English with mostly complete sentences about a variety of topics and concepts, including some abstract ideas; may make grammatical errors; may occasionally mix English with the home language

### Symbol, letter, and print knowledge in English

**Exploring**
- Demonstrates awareness that symbols carry meaning; may demonstrate awareness that print in the home language carries meaning

**Developing**
- Demonstrates awareness that print in English carries meaning

**Building**
- Knows that English print consists of letters; knows the names of a few English letters; is able to identify or write a few letters in English

**Integrating**
- Knows that English words consist of letters that have names and sounds; recognizes or writes letters (10 or more) and familiar words in English

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Create individual cards by cutting on dashed lines. Punch the dots to bind with a key ring.
Measure 23: Comprehension of English (receptive English)

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

Measure 24: Self expression in English (expressive English)

**Definition:** Child is progressing toward fluency in speaking English

Measure 25: Understanding and response to English literacy activities

**Definition:** Child shows an increasing understanding and response to books, poems, and songs presented in English

Measure 26: Symbol, letter, and print knowledge in English

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

Measure 27: Cause and effect

**Definition:** Child shows increasing understanding of cause and effect relations
Curiosity and initiative

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

Problem solving

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Tries to solve simple problems, including using trial and error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>Tries a strategy he or she saw someone else use to help solve a problem</td>
</tr>
<tr>
<td>Building</td>
<td>Uses familiar objects or actions in a deliberate way to solve problems</td>
</tr>
<tr>
<td>Integrating</td>
<td>Tries out a set of actions to develop a strategy for solving problems</td>
</tr>
</tbody>
</table>

Cause and effect

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Tries out actions to see what will happen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>Anticipates that a routine action will have a specific result</td>
</tr>
<tr>
<td>Building</td>
<td>Shows understanding of familiar cause and effect through language or action</td>
</tr>
<tr>
<td>Integrating</td>
<td>Explains or predicts the result of a familiar action—will not always be accurate, but will be reasonable</td>
</tr>
</tbody>
</table>

Memory and knowledge

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Remembers a few key features of familiar objects and routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>Communicates memories about an unfamiliar event that happened earlier that day</td>
</tr>
<tr>
<td>Building</td>
<td>Communicates memories about an unfamiliar event that happened on a previous day</td>
</tr>
<tr>
<td>Integrating</td>
<td>Communicates memories about a sequence of related events that happened in the past</td>
</tr>
</tbody>
</table>

Engagement and persistence

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Continues self-selected activities on own for a while, but may be distracted and lose interest without adult encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>Continues self-selected activities on own even in a distracting environment</td>
</tr>
<tr>
<td>Building</td>
<td>Usually works through difficulties encountered in activities</td>
</tr>
<tr>
<td>Integrating</td>
<td>Returns to challenging or multi-step activities</td>
</tr>
</tbody>
</table>

Developmental Domain (MATH)

Mathematical Development

measures 32–37
Developmental Domain
Cognitive development COG2

**Measure 28: Problem solving**
**Definition:** Child shows increasing ability to reason logically or use strategies to solve challenging problems

Developmental Domain
Cognitive development COG3

**Measure 29: Memory and knowledge**
**Definition:** Child stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people, and things

Developmental Domain
Cognitive development COG4

**Measure 30: Curiosity and initiative**
**Definition:** Child pursues knowledge or understanding of new materials or activities

Developmental Domain
Cognitive development COG5

**Measure 31: Engagement and persistence**
**Definition:** Child persists in understanding and mastering a self-selected activity, even if challenging or difficult

Developmental Domain
Mathematical development MATH1

**Measure 32: Number sense of quantity and counting**
**Definition:** Child uses number names to represent quantities and counts increasingly larger sets of objects
### Number sense of mathematical operations

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Demonstrates that items can be grouped and compared by quantity; communicates that result is “more” when objects from two groups are put together</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Correctly identifies the larger of two groups without counting; adds or takes away objects from a group and communicates that the result is more or fewer</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Compares by matching or counting two small groups of objects and identifies which has more, fewer, or whether they are the same; identifies the number of objects in a small group after an object is added or taken away</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Solves simple addition and subtraction problems with a small number of objects</td>
</tr>
</tbody>
</table>

### Number sense of quantity and counting

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Recites some number names, not necessarily in order; identifies, without counting, the number of objects in a collection of up to three objects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Recognizing and knows the name of some numerals; correctly recites number in order one through ten</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Counts at least five objects correctly, without counting an object more than once</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Counts at least ten objects correctly; recites numbers in order up to twenty; demonstrates understanding that the number name of last object counted in the total number of objects</td>
</tr>
</tbody>
</table>

### Measurement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Shows understanding or uses words that describe some measurable property such as size, length, weight, or capacity (big or little)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Shows understanding or uses words that compare size, length, weight or capacity of objects (bigger or smaller)</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Orders objects by one measurable property (e.g., size, length, weight, or capacity)</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Tries to measure using tools (standard or nonstandard)</td>
</tr>
</tbody>
</table>

### Classification

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Recognizes when two things are the same</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Sorts out some objects that are the same from a group of objects</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Sorts objects varying by one attribute (such as color, size, or shape), into two to three different groups</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Sorts objects varying by two or more attributes (such as color, size, and shape) into two or more different groups</td>
</tr>
</tbody>
</table>

### Patterning

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Identifies simple patterns created by self or others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Copies simple patterns</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Creates or extends simple patterns</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Creates or extends more complex patterns (more than two repeating elements)</td>
</tr>
</tbody>
</table>

### Shapes

<table>
<thead>
<tr>
<th>Measure</th>
<th>Exploring</th>
<th>Recognizes differences among shapes without naming them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing</td>
<td>Correctly names or identifies circles, squares, and triangles</td>
</tr>
<tr>
<td></td>
<td>Building</td>
<td>Recognizes shapes when they are presented in new orientation or as parts of other objects</td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>Describes characteristics and differences of several shapes</td>
</tr>
</tbody>
</table>
Measure 33: Number sense of mathematical operations
Definition: Child shows increasing ability to add and subtract small quantities of objects

Measure 34: Classification
Definition: Child shows increasing ability to compare, match, and sort objects into groups according to some common attribute

Measure 35: Measurement
Definition: Child shows increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties

Measure 36: Shapes
Definition: Child shows increasing knowledge of shapes and their characteristics

Measure 37: Patterning
Definition: Child shows increasing ability to recognize, reproduce, and create patterns of varying complexity
Gross motor movement

Exploring
- Makes basic movements with confidence and ease

Developing
- Uses movement skills to go smoothly up, down, and through a variety of spaces

Building
- Uses complex movement skills in active play

Integrating
- Participates in extended or integrated physical activities

Fine Motor Skills

Exploring
- Manipulates large objects with fingers and wrists on both hands to accomplish a simple task

Developing
- Uses fingers and both hands, with each hand doing something different, to smoothly accomplish simple tasks

Building
- Uses fingers to manipulate smaller objects requiring precise eye-hand coordination

Integrating
- Shows increasing refinement and detail in fine motor movements requiring finger strength or control

Balance

Exploring
- Shows developing a sense of balance and the ability to carry an object while moving

Developing
- Balances without support

Building
- Maintains balance while moving

Integrating
- Coordinates multiple movements involving balance

Personal care routines

Exploring
- Participates in own personal cleanliness, with help or supervision from adult

Developing
- Follows through on personal cleanliness, with some reminders

Building
- Takes care of personal cleanliness on his own

Integrating
- Shows an understanding of why personal cleanliness is important
Measure 38: Gross motor movement
Definition: Child refines the ability to move in a coordinated way using large muscles (arms and legs)

Measure 39: Balance
Definition: Child refines the ability to balance self in space

Measure 40: Fine motor skills
Definition: Child refines the ability to plan and coordinate use of grasp, release, strength, and control of fingers and hands for functional and play activities

Measure 41: Personal care routines
Definition: Child shows increasing independence in performing personal care routines that support healthy growth and help prevent the spread of infection

Measure 42: Healthy lifestyle
Definition: Child shows increasing independence in making healthy life choices
### Personal safety

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
<td>Cooperates when requested to follow simple safety rules</td>
</tr>
<tr>
<td>Developing</td>
<td>Usually follows simple safety rules on her own</td>
</tr>
<tr>
<td>Building</td>
<td>Applies known safety rules in a variety of situations</td>
</tr>
<tr>
<td>Integrating</td>
<td>Communicates an understanding of safety rules to others</td>
</tr>
</tbody>
</table>

### Healthy lifestyle

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring</td>
<td>Follows guidance given by adults about rest, health, food choices, and physical activity</td>
</tr>
<tr>
<td>Developing</td>
<td>Begins to communicate about and take care of own health needs (food and rest), with occasional reminders from an adult</td>
</tr>
<tr>
<td>Building</td>
<td>Independently takes care of some basic needs like rest, healthy food choices, and physical activity</td>
</tr>
<tr>
<td>Integrating</td>
<td>Communicates to others about making healthy choices</td>
</tr>
</tbody>
</table>
Developmental Domain
Health HLTH3

Measure 43: Personal safety

Definition: Child shows increasing awareness of safety practices that minimize risk and support healthy growth.
Mastered
A level is mastered if the child typically demonstrates the behaviors in that level’s descriptor. Behaviors are considered typical if the child demonstrates them:
- Easily and confidently
- Consistently over time
- In different settings

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

Emerging
A child may be Emerging to the next level by showing behaviors from the next developmental level, but that are not yet typical or consistent. Mark the bubble by #3 if the child is emerging to the next level.

Desired Results
Working with families and teachers to support children’s learning and development.

Not Yet
If a child has not mastered the first developmental level on a measure, mark the Not Yet at First Level bubble on line one.

Desired Results
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WestEd Center for Child and Family Studies
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Camarillo, CA 93010
tel: 1-800-770-6339
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