

Desired Results Developmental Profile—Revised (DRDP-R)

Information Page

Infant/Toddler Instrument
(Birth-36 Months)

Date of assessment (mm/dd/yyyy) _____

Child Information

1. Child's name _____
2. Child's classroom _____
3. Birth date (mm/dd/yyyy) _____
4. Initial date of enrollment (mm/dd/yyyy) _____
5. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)?
 Yes No Don't know

Accommodations/modifications?

- Yes (describe) _____
- No
- Don't know

Observer Information

6. Agency/Site name _____
7. Your name _____
8. Title _____
9. Did another adult assist you with evaluating this child?
 Yes (role/relation) _____
 No
10. Are you the primary caregiver working with this child in the program?
 Yes
 No (specify your relationship with child) _____

For the following questions, check all that apply:

- | | English | Spanish | Other (specify) |
|---|--|--------------------------|-----------------|
| 11. Child's home language(s) | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 12. What language(s) do you speak with this child? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 13. If you do not speak the child's home language, did anyone assist you who does speak it? | | | |
| | <input type="checkbox"/> Yes (role/relation) _____ | | |
| | <input type="checkbox"/> No | | |

Additional Comments:

Desired Results Developmental Profile- Revised (DRDP-R) Instruction Page — Infant/Toddler Instrument (Birth - 36 Months)

DRDP Instructions for Observers

- ▶ Use this observational rating tool with infant/toddler children from birth to thirty-six (36) months.
- ▶ You should be the teacher or staff member who most frequently interacts with the child.
- ▶ Complete the Information Page before you begin your observations.
- ▶ Use daily summaries, anecdotal records, notes from your recent observations, and samples of work to help you complete the DRDP.
- ▶ **This DRDP can only be completed if the following two conditions are met:**
 1. If the child attends the program at least 10 hours or more, each week.
 2. Within 60 calendar days of enrollment and every 6 months thereafter.

Completing the Information Page

Child Information

1. Write the child's first and last name.
2. Write the name of the child's classroom.
3. Write the child's birth date as mm/dd/yyyy (use this date format throughout).
4. Write the date that the child was first enrolled in the program. If there are multiple dates, write the earliest one.
5. If the child has an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP), mark the type of plan provided. Mark "Don't know" if the child's status is still being assessed or if you cannot answer this question.
If the child has an IEP or IFSP, identify whether accommodation/modifications have been made. Mark "Don't know" if you do not know.

Observer Information

6. Write the full name of your agency.
7. Write your full name.
8. Write your job title (e.g., associate teacher, lead teacher, or master teacher).
9. If you received help in completing this DRDP from another staff member, family member, or other adult that interacts with the child, check "Yes" and indicate the relation of that adult to the child.
10. If you are the child's primary caregiver, check "Yes". If you are not, check "No" and indicate your relationship with the child.
11. Specify what languages are regularly spoken at this child's home.
12. Specify what languages you use when speaking with this child.
13. If relevant, provide the name of the person who speaks this child's home language and who assisted you in communicating with this child.

Completing the DRDP Instrument Pages

1. For each of the 39 measures, fill in or check the bubble that corresponds to the **highest developmental level** the child has mastered. Consider the information from the descriptors and examples to determine the child's mastery level.
 - ▶ The **descriptors** define the behaviors expected for each level.
 - ▶ The **examples** provide a sample of possible behaviors you might observe for each level.
 - ▶ A level is **MASTERED** if the child typically demonstrates the behaviors in that level's descriptor. Behaviors are considered typical if the child demonstrates them:
 - Easily and confidently
 - Consistently over time
 - In different settings

Desired Results Developmental Profile-Revised (DRDP-R) Instruction Page — Infant/Toddler Instrument (Birth – 36 Months)

Completing the DRDP Instrument Pages *(continued)*

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

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

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

- ▶ **Write about what you observed** the child doing that demonstrated mastery at the level you marked.
- ▶ Include any **references to your notes and records** for this child; notes made by others, such as parents or other caregivers; the child's portfolio; or another developmental assessment.

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

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

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

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

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

Desired Results Developmental Profile—REVISED (DRDP-R)
Table of Contents – Infant/Toddler Instrument (Birth to 36 Months)

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

| Desired Result | Indicator | Measure |
|---|--|--|
| 1 Children are Personally and Socially Competent | Self Concept (SELF) | 1 Identity of self and connection to others |
| | | 2 Recognition of ability |
| | | 3 Self expression |
| | | 4 Awareness of diversity |
| | Social Interpersonal Skills (SOC) | 5 Empathy |
| | | 6 Interactions with adults |
| | | 7 Relationships with familiar adults |
| | | 8 Relationships with familiar peers |
| | | 9 Interactions with peers |
| | Self Regulation (REG) | 10 Impulse control |
| | | 11 Seeking other’s help to regulate self |
| | | 12 Responsiveness to other’s support |
| | | 13 Self comforting |
| | | 14 Attention maintenance |
| | Language (LANG) | 15 Language comprehension |
| | | 16 Responsiveness to language |
| | | 17 Communication of needs, feelings, and interests |
| | | 18 Reciprocal communication |

Desired Results Developmental Profile—REVISED (DRDP-R)
Table of Contents – Infant/Toddler Instrument (Birth to 36 Months)

| Desired Result | Indicator | Measure |
|--|-------------------------------|--------------------------------|
| 2 Children are Effective Learners | Cognitive (COG) | 19 Memory |
| | | 20 Cause and effect |
| | | 21 Problem solving |
| | | 22 Symbolic play |
| | | 23 Curiosity |
| | Math (MATH) | 24 Number |
| | | 25 Space and size |
| | | 26 Time |
| | | 27 Classification and matching |
| | Literacy (LIT) | 28 Interest in literacy |
| 29 Recognition of symbols | | |
| 3 Children Show Physical and Motor Competence | Motor Skills (MOT) | 30 Gross motor |
| | | 31 Fine motor |
| | | 32 Balance |
| | | 33 Eye-hand coordination |
| | | |
| 4 Children are Safe and Healthy | Safety and Health (SH) | 34 Personal care routines |
| | | 35 Safety |

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator: SELF–** Children show self-awareness and a positive self-concept

► Measure 1: Identity of self and connection to others

Definition: Child shows awareness that self is distinct from and also connected to others

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Communicates needs and attends to caregiver with reflexes</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Uses senses to explore self and others</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Recognizes self, familiar people, and familiar things</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Communicates own name and names of familiar people and things</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Expresses ideas about self and his or her connection to other people and things</p> |
|---|--|---|---|--|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Cries. ▶ Moves head, arms, or legs. ▶ Makes sounds. ▶ Attends to caregiver during feeding. ▶ Quiets to listen to caregiver during caregiving routine. ▶ Turns head toward caregiver during caregiving routine. | <ul style="list-style-type: none"> ▶ Examines own hand or foot by looking at it or mouthing it. ▶ Attends to other people’s faces or voices for long periods of time. ▶ Makes eye contact. ▶ Touches caregiver’s hair when it is within reach. | <ul style="list-style-type: none"> ▶ Responds when own name is called. ▶ Attends to familiar people or things when named. ▶ Maintains contact with familiar person. ▶ Holds familiar object, such as blanket, for comfort or security. ▶ Recognizes reflection of self in mirror. ▶ Hesitates around unfamiliar people. | <ul style="list-style-type: none"> ▶ Communicates, “Mama,” “Daddy,” or “Blankie.” ▶ Refers to caregiver by name or special gesture. ▶ Points to peer and says his or her name. ▶ Points at picture of self and says name. | <ul style="list-style-type: none"> ▶ Uses family roles, such as, ‘Brother,’ ‘Baby sister,’ ‘Mommy,’ or ‘Daddy’ in pretend play. ▶ Scribbles and then communicates that it is a picture of self. ▶ Communicates details about family or social experiences. ▶ While playing in the kitchen area, pretends to prepare food the way it is done in own home. |

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

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

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

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator: SELF**– Children show self-awareness and a positive self-concept

▶ **Measure 2: Recognition of ability**

Definition: Child evaluates own ability to do things and shows interest in others' evaluation of self

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

| Responding with Reflexes <input type="radio"/> Communicates needs with reflexes until met | Expanding Responses <input type="radio"/> Shows pleasure while repeating simple actions | Acting with Purpose <input type="radio"/> Persists in trying to do things even if faced with difficulty | Discovering Ideas <input type="radio"/> Shows interest in others' reactions when exploring own abilities | Developing Ideas <input type="radio"/> Seeks caregiver's attention ahead of time in order to demonstrate abilities |
|---|---|---|---|---|
| Examples ▶ Cries when hungry until fed. ▶ Cries until caregiver succeeds in comforting child. | ▶ Smiles while kicking. ▶ Makes sounds while waving arm at something. | ▶ Tries to roll or creep to another part of room even when there is a barrier. ▶ Keeps trying to reach for object that is just out of reach. ▶ Keeps trying to get caregiver's attention when caregiver is busy with another child. | ▶ Builds a tower with blocks then says, "I did it!" ▶ Checks to see if caregiver is watching while playing with paint. ▶ Joins in play with another child and then checks with caregiver for recognition. ▶ Looks to caregiver for shared joy after successful effort to remove ball that was stuck under slide. | ▶ Tries to get caregiver to watch by calling, motioning, or pulling before he or she does something, such as slide down the slide. ▶ Says, "Watch me! Watch me!" and then demonstrates that he or she can put on own coat. ▶ Gets caregiver's attention to show that he or she can play together with another child before joining the child in play. |

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

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

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

- ▽ **Desired Result 1:** Children are personally and socially competent
- ▽ **Indicator: SELF–** Children show self-awareness and a positive self-concept

► Measure 3: Self expression

Definition: Child explores own action, makes presence known in social situations, and outwardly expresses feelings to others

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Moves or vocalizes with reflexes</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Responds to people or things in the environment through actions or sounds</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Expresses self by repeating actions that have an effect</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Asserts self by expressing needs, feelings, or desires through simple actions</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Defines self by identifying own feelings, communicating about self or family, insisting on doing things without help, or trying to participate in a group</p> |
|--|--|---|--|--|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Cries. ▶ Moves arms, head, legs, or other parts of body. ▶ Makes sounds. | <ul style="list-style-type: none"> ▶ Reaches for a toy. ▶ Grasps things or people. ▶ Smiles or stares at people or things. ▶ Pushes away something the caregiver offers. | <ul style="list-style-type: none"> ▶ Drops object repeatedly for caregiver to pick up. ▶ Presses button on push-button toy that makes a noise. ▶ Signals to get caregiver to repeat an action. | <ul style="list-style-type: none"> ▶ Holds onto toy when someone tries to take it. ▶ Has a tantrum when very frustrated. ▶ Watches for a while before joining in play with another child. ▶ Goes to lie down when tired. | <ul style="list-style-type: none"> ▶ Tries to put on coat or shoes or open bag of snacks, rather than seeking help. ▶ Tells a short story about self. ▶ Says to other child, "I want to play with you," or "I like playing with you." ▶ Identifies feelings, such as "I'm sad" or "I'm mad." ▶ Reaches for pitcher and says, "Me do it," as caregiver tries to pour milk. |

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

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

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

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator: SELF**– Children show self-awareness and a positive self-concept

▶ **Measure 4: Awareness of diversity**

Definition: Child shows awareness of similarities and differences between self and others, as well as awareness of similarities and differences between people

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

| Responding with Reflexes ○ Responds to people, events, or objects with reflexes | Expanding Responses ○ Notices the difference between familiar and unfamiliar | Acting with Purpose ○ Imitates characteristics or actions of familiar people, and may show distress around unfamiliar people | Discovering Ideas ○ Explores different ways to put characteristics or actions of others into categories, sometimes incorrectly | Developing Ideas ○ Asks questions or makes comments about people’s characteristics or behavior |
|---|--|---|---|---|
| Examples ▶ Responds to voices and looks at faces. ▶ Listens after hearing sounds. | ▶ Looks longer at primary caregiver with new glasses. ▶ Notices unfamiliar person who comes into caregiving room. ▶ Turns toward person speaking an unfamiliar language. ▶ Looks away from caregiver wearing a hat. | ▶ Cries in presence of unfamiliar adult. ▶ Pretends to read to baby doll like a caregiver would. ▶ Indicates preference for eating what others are eating. ▶ Tries to feed caregiver. ▶ Imitates brushing hair or using purse like adult. | ▶ Calls all children younger than self “Baby.” ▶ Points to a character in book and either calls out the name of or points to a child in the room who has the same physical characteristics. ▶ Labels someone with gray hair as “Grandma,” “Grandpa,” “Oma,” “Lola,” etc. ▶ Says “Mommy” when referring to purse. | ▶ Says “Boo-boo?” when noticing someone’s blemish or scar. ▶ Says “What’s that?” to the caregiver wearing new glasses. ▶ Comments on hair color, eye color, or skin tone that is different from his or her own. |

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

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

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






▽ Desired Result 1: Children are personally and socially competent

▽ Indicator: SOC— Children demonstrate effective social and interpersonal skills

► **Measure 5: Empathy**

Definition: Child shows awareness of others’ feelings and responds to expressions of feelings by others

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

| Responding with Reflexes  Responds to others with reflexes | Expanding Responses  Shows awareness of others | Acting with Purpose  Changes behavior based on others’ expressions of emotions | Discovering Ideas  Shows concern for another who is sad, upset, or hurt | Developing Ideas  Offers comfort to someone showing distress |
|---|--|--|--|--|
| Examples <ul style="list-style-type: none"> ▶ Notices people. ▶ Cries when other children cry. | <ul style="list-style-type: none"> ▶ Shows distress in response to another child’s distress. ▶ Looks at other child who is having a tantrum, but doesn’t stop playing. | <ul style="list-style-type: none"> ▶ Laughs when another child giggles. ▶ Shows a fearful face if another child is sad or hurt. ▶ Claps hands when another child claps hands. | <ul style="list-style-type: none"> ▶ Looks worried, and watches to see if caregiver will come to help a child who is upset. ▶ Points to band-aid on someone’s elbow and says “Ouch” or “Boo-boo.” ▶ Points at child who is crying and says “Sad.” | <ul style="list-style-type: none"> ▶ Goes to and hugs child who is sad. ▶ Offers special toy or comfort object to child who is showing distress. ▶ Calls or gets caregiver to help a child who is showing distress. |

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

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

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

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator:** SOC— Children demonstrate effective social and interpersonal skills

▶ **Measure 6: Interactions with adults**

Definition: Child interacts effectively with both familiar and somewhat familiar adults

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

| Responding with Reflexes ○ Responds to caregiver’s behavior with reflexes | Expanding Responses ○ Responds and pays attention to caregiver, and gives cues to caregiver to interact | Acting with Purpose ○ Tries to participate with caregiver in parts of simple familiar games, songs, finger plays, or routines by doing one or two actions | Discovering Ideas ○ Interacts with caregiver in a coordinated way by playing simple games, playing with objects, or fully participating in routines | Developing Ideas ○ Interacts with caregiver to solve problems, make plans, or communicate about past experiences or new ideas |
|--|---|---|---|--|
| Examples ▶ Responds to caregiver’s attempt to comfort. ▶ Stops crying temporarily when caregiver comes near. ▶ Turns toward sound or movement made by caregiver. ▶ Grasps caregiver’s finger when in palm. | ▶ Babbles or vocalizes in response to caregiver’s behavior. ▶ Coos at caregiver who’s not paying attention. ▶ Turns head away from caregiver when overstimulated. ▶ Laughs in response to caregiver’s playfulness. ▶ Reaches toward toy that caregiver holds out. | ▶ Puts hands near head after caregiver initiates a game of Peek-A-Boo. ▶ Lifts bottom during diaper change. ▶ Makes sounds or motions to caregiver to play simple game, sing song, or do finger play. ▶ Imitates caregiver’s clap or wave. ▶ Sits on caregiver’s lap and looks at photo. ▶ Does hand motions for ‘roll-’em’ segment of Pat-A-Cake. | ▶ Communicates about book with caregiver. ▶ Participates in diaper change by doing several steps, like pulling tab on diaper, lifting bottom, pulling out a wipe from box, and holding clean diaper. | ▶ Talks with caregiver about family event that’s going to happen. ▶ During pretend play in kitchen area, comes over acting like a waiter. Caregiver tells child that she would like a hamburger. In response, child brings over a hamburger and then asks, “Wanna drink?” |

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

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

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

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator:** SOC— Children demonstrate effective social and interpersonal skills

► Measure 7: Relationships with familiar adults

Definition: Child forms close relationships or attachments with familiar adults

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Attends to familiar caregiver’s face and voice with reflex responses</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Responds to actions or facial expressions of familiar caregiver</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Seeks to maintain contact with familiar caregiver through eye contact, vocalizations, and, when necessary, physically</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Initiates interactions regularly based on past experiences with familiar caregiver</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Relates regularly with familiar caregiver to share ideas, experiences, feelings, and plans</p> |
|--|--|---|--|---|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Turns head toward familiar caregiver. ▶ Looks in direction of familiar caregiver’s voice. | <ul style="list-style-type: none"> ▶ Imitates familiar caregiver’s smile. ▶ Keeps track of familiar caregiver’s movements around the room. ▶ Shows preference for being held by familiar caregiver. | <ul style="list-style-type: none"> ▶ Places toy on familiar caregiver’s lap, goes to get another toy, and then places that toy on caregiver’s lap. ▶ When not sure if something is safe, looks at or goes to familiar caregiver. ▶ Makes eye contact with familiar caregiver from time to time. ▶ Vocalizes to familiar caregiver on other side of room. ▶ If familiar caregiver gets up to move, follows caregiver. | <ul style="list-style-type: none"> ▶ Repeats actions that familiar caregiver found funny at an earlier time. ▶ Repeats negative behavior that earlier brought attention from familiar caregiver. | <ul style="list-style-type: none"> ▶ Asks “Play playdough?” ▶ Calls familiar caregiver over while doing activity. ▶ Communicates with familiar caregiver about feelings. ▶ Uses gestures to show caregiver how he or she was hurt when playing. |

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

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

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

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

▶ **Measure 8: Relationships with familiar peers**

Definition: Child forms relationships with specific peers

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

| Responding with Reflexes <input type="radio"/> Responds to other children’s behavior with reflexes | Expanding Responses <input type="radio"/> Attends to other children and explores their faces and bodies | Acting with Purpose <input type="radio"/> Shows interest in other children at play | Discovering Ideas <input type="radio"/> Seeks to be near one or two specific children in group | Developing Ideas <input type="radio"/> Chooses to play with one or two specific children in group on a regular basis |
|--|--|--|--|--|
| Examples ▶ Cries when other children cry. ▶ Looks at or turns toward other children. | ▶ Moves excitedly when another child comes near. ▶ Pats or grasps another child. ▶ Rolls toward another child. ▶ Cries if another child gets too close. | ▶ Reaches for a toy or object being used by another child. ▶ Watches other children as they play. | ▶ Moves closer to one or two ‘friends’ while they play. ▶ Sits next to ‘friend’ at mealtime. | ▶ Plays same pretend game with friend(s) day after day. ▶ Looks for favorite child when entering the room in the morning. |

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

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






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

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

▶ **Measure 9: Interactions with peers**

Definition: Child interacts effectively with a peer or small groups of peers

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

| Responding with Reflexes  Responds to other children’s behavior with reflexes | Expanding Responses  Attends to other children and explores their faces and bodies | Acting with Purpose  Plays near other children with similar materials, but usually does not interact with them | Discovering Ideas  Interacts with other children side-by-side as they play with similar materials | Developing Ideas  Engages with another child or children in play involving a common idea |
|--|--|---|---|---|
| Examples <ul style="list-style-type: none"> ▶ Cries when other children cry. ▶ Looks at or turns toward other children. | <ul style="list-style-type: none"> ▶ Moves excitedly when another child comes near. ▶ Pats or grasps another child. ▶ Rolls toward another child. ▶ Cries if another child gets too close. | <ul style="list-style-type: none"> ▶ Plays by self with trucks when other children nearby are playing with trucks. ▶ Plays by self in sandbox near other children. | <ul style="list-style-type: none"> ▶ Shares a box of blocks with other children. ▶ Hands another child a toy that he or she is looking for. ▶ Hands a bucket to child sitting next to him or her in sandbox. | <ul style="list-style-type: none"> ▶ Takes turns putting on hats with familiar child. ▶ Pretends to eat food after familiar child serves it to him or her. ▶ Joins in with familiar children to make mountain of sand. |

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

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

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

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

▶ **Measure 10: Impulse control**

Definition: Child regulates responses to internal and external stimuli

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds to internal and external stimulation with reflexes</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Responds to a specific kind of internal or external stimulation using a variety of behaviors</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Takes action to get needs or wants met without considering impact on others or self</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Copes for a short period of time with not being able to get needs or wants met immediately</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Takes action ahead of time, follows rules or uses simple routines to cope with not being able to get needs or wants met immediately</p> |
|--|--|--|---|--|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Spits up unwanted milk or formula. ▶ Sleeps when sleepy. | <ul style="list-style-type: none"> ▶ Cries for bottle until caregiver brings it to him or her. ▶ Pushes unwanted items away. ▶ Turns head away when full. | <ul style="list-style-type: none"> ▶ Reaches for and grabs food on another child's or caregiver's plate. ▶ Resists sleep if interested in present activity. ▶ Attempts to crawl over another child to get object of interest. | <ul style="list-style-type: none"> ▶ Waits for caregiver to come give help without becoming upset. ▶ Waits for other child to stop playing with toy before playing with it. | <ul style="list-style-type: none"> ▶ Goes to table or begins to wash hands when noticing preparations for lunch or snack time. ▶ Says "no hitting" instead of hitting other child. ▶ Tells caregiver, "I miss Mommy," and then puts photo of Mommy in pocket and goes to play. ▶ Asks for caregiver to read book, and then goes to look at book while waiting for caregiver to come. |

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

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

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

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator: REG** – Children demonstrate effective self-regulation in their behavior

▶ **Measure 11: Seeking other’s help to regulate self**

Definition: Child manages needs through seeking or relying on assistance from other people

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds to internal and external stimulation with reflexes</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Gives simple cues to caregiver about physical and emotional needs</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Goes or signals to caregiver when needing comfort or help</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Communicates specific physical or emotional needs to caregiver</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Requests caregiver’s help ahead of time in order to get needs met</p> |
|--|---|---|---|---|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Relaxes body when held. ▶ Cries when hungry or tired. | <ul style="list-style-type: none"> ▶ Smiles and coos when caregiver gives attention. ▶ Fusses to get needs met. | <ul style="list-style-type: none"> ▶ Looks at caregiver often while playing. ▶ Vocalizes to or moves toward caregiver when something unusual, such as a loud noise, happens. ▶ Moves toward familiar caregiver when tired. | <ul style="list-style-type: none"> ▶ Brings shoe to caregiver when needing help putting it on. ▶ Points at cup or uses the sign for ‘more’ to get more milk. ▶ Asks verbally or motions to caregiver to undo snap on pants so the child can use the potty. | <ul style="list-style-type: none"> ▶ Requests special stuffed toy or blanket before naptime. ▶ Asks caregiver for props, such as a bottle for a baby doll, to prepare for pretend play. ▶ Seeks adult help when wanting something another child has. ▶ Brings coat or shoes to caregiver for help before going outside. |

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

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






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

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

▶ **Measure 12: Responsiveness to other’s support**

Definition: Child is responsive to other’s assistance with self-regulation

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

| Responding with Reflexes  Settles down when comforted by caregiver | Expanding Responses  Attends to caregiver when comforted | Acting with Purpose  Regulates self when caregiver establishes visual or verbal contact, moves close, or offers special comforting object | Discovering Ideas  Follows caregiver’s guidance to regulate own emotions and behavior | Developing Ideas  Uses caregiver’s past guidance to regulate own emotions and behavior in the present |
|--|---|--|--|---|
| Examples ▶ Stops crying when picked up by caregiver. ▶ Stops fussing, and starts to suck on bottle nipple when caregiver places it close to her or his mouth. ▶ Relaxes, and snuggles up to caregiver’s body when being held. | ▶ Quiets, and responds to caregiver’s touch or voice when being comforted. ▶ Orients toward caregiver when being comforted. | ▶ Stops fussing when frustrated after caregiver comes within a few feet to offer a supportive presence. ▶ Hesitates while climbing and stops to look at caregiver. Then resumes climbing after caregiver reassuringly says, “You’re high up.” ▶ Gets up after falling down, and resumes play when caregiver gives a reassuring look. ▶ Accepts blanket when caregiver brings it to him or her for comfort. ▶ Screams when another child takes toy, and then stops when caregiver says, “I’m coming.” | ▶ Stops tussling with other child over object when caregiver acknowledges child’s interest in object and offers alternative objects to play with. ▶ Waits to go down slide when caregiver says, “Wait until Suzie is all the way down.” ▶ Goes over to cozy corner to rest when caregiver says, “You look sleepy. Would you like to lie down?” | ▶ Stops tussling with other child over a toy, and offers that child a similar toy. ▶ Reassures self after seeing another child being picked up by parent by saying to caregiver, “My mommy’s coming.” ▶ Says to self “Be careful” when climbing a play structure. ▶ Takes puzzle to quiet area when distracted by loud play of other children. |

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

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

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

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

▶ **Measure 13: Self comforting**

Definition: Child comforts self in response to distress from either internal or external stimulation

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

| Responding with Reflexes <input type="radio"/> Responds to internal and external stimulation with reflexes | Expanding Responses <input type="radio"/> Uses simple responses to comfort self | Acting with Purpose <input type="radio"/> Comforts self by seeking either a familiar person or a special object | Discovering Ideas <input type="radio"/> Chooses to comfort self in one or more ways that fit with the situation | Developing Ideas <input type="radio"/> Anticipates need for comfort and prepares self for changes in routine |
|--|---|---|--|---|
| Examples <ul style="list-style-type: none"> ▶ Startles when hears loud noise. ▶ Closes eyes when exposed to bright sunlight. ▶ Cries when tired, hungry, or uncomfortable. ▶ Cries in cycles (cries, calms, cries again). | <ul style="list-style-type: none"> ▶ Sucks thumb or fist to soothe self. ▶ Turns head away from sensory experiences that are overwhelming. ▶ Nuzzles face into blanket or caregiver's sweater. | <ul style="list-style-type: none"> ▶ Retrieves familiar object, such as a blanket, to soothe self when upset. ▶ Goes to caregiver and gestures 'up' to get picked up when sleepy. | <ul style="list-style-type: none"> ▶ Asks for music or lullaby when lying down for naptime. ▶ When upset after parent leaves, goes to get photo of parent. | <ul style="list-style-type: none"> ▶ Prepares self for transitions by asking what's going to happen. ▶ When dropped off by parent, takes parent over to a quiet place to read a book together before parent leaves. |

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

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






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

- ▽ **Desired Result 1:** Children are personally and socially competent
- ▽ **Indicator:** REG – Children show growing abilities in communication and language

► Measure 14: Attention maintenance

Definition: Child attends to things or the environment when interacting with others or exploring play materials

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

| Responding with Reflexes  Responds to stimulation with reflexes | Expanding Responses  Responds in different ways, depending on the situation | Acting with Purpose  Pays attention to things of interest, but may be easily distracted | Discovering Ideas  Maintains attention, even if there are distractions | Developing Ideas  Attends to more than one thing at the same time |
|--|--|--|--|---|
| Examples <ul style="list-style-type: none"> ▶ Notices sounds. ▶ Attends to moving object. | <ul style="list-style-type: none"> ▶ Turns toward new objects or people. ▶ Makes eye contact, smiles, or coos in response to caregiver. ▶ Tracks something as it moves through space. | <ul style="list-style-type: none"> ▶ Listens intently or ‘dances’ when hearing familiar song. ▶ Stops playing at sand table when hearing other kids playing with blocks. | <ul style="list-style-type: none"> ▶ Stays interested in toy for a short while even though other children are actively playing nearby. ▶ Tries to position self to look at book even if view is partially blocked. ▶ Continues playing with peers even though caregiver is setting up another activity. | <ul style="list-style-type: none"> ▶ Maintains play with playdough while saying something to child nearby. ▶ Sings song while doing an art project. |

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

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

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

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator:** LANG – Children show growing abilities in communication and language

▶ **Measure 15: Language comprehension**

Definition: Child shows understanding of language that represents ideas

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Attends to voices or sounds with reflexes</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Imitates familiar caregiver's voice or nonverbal behavior</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Recognizes a few familiar words that the caregiver says or a few familiar gestures the caregiver makes</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Shows understanding that words identify people, physical characteristics, or things</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Shows understanding of the meaning of simple sentences about ideas or feelings</p> | <p>Connecting Ideas</p> <p style="text-align: center;">○</p> <p>Shows understanding of the meaning of simple stories or songs about people, things, feelings, or actions</p> |
|---|---|---|---|---|---|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Responds to voices by turning head or looking in direction of voice. ▶ Startles at loud noise. | <ul style="list-style-type: none"> ▶ Smiles, gurgles, or coos in response to familiar caregiver's voice. ▶ Imitates familiar caregiver's voice, sounds, or simple gestures. ▶ Smiles back when caregiver smiles. | <ul style="list-style-type: none"> ▶ Looks at familiar person, place, or object when named. ▶ Stops crying for bottle when caregiver says, "Bottle's ready." ▶ Smiles when caregiver starts to put hands over eyes to play Peek-A-Boo. | <ul style="list-style-type: none"> ▶ Points to body parts, such as nose, when caregiver says "nose." ▶ Says or gestures "What's that?" when he or she sees or hears a new toy or "Who's that?" when he or she sees or hears an unfamiliar person. | <ul style="list-style-type: none"> ▶ Gets coat when caregiver says, "It's cold outside." ▶ Brings another child blanket when caregiver says that that child is sad. | <ul style="list-style-type: none"> ▶ Laughs at simple humor in familiar songs or stories. ▶ Stops caregiver who is reading story to ask, "Why?" ▶ Responds to caregiver's questions about what will happen next in story. ▶ Understands a book that involves finding objects under, behind, inside, or on top of something. |

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

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

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

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator:** LANG – Children show growing abilities in communication and language

▶ **Measure 16: Responsiveness to language**

Definition: Child acts or communicates in response to language

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Attends to voices or sounds with reflexes</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Responds to familiar caregiver’s voice</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Responds to familiar single words, or attends to familiar gestures</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Responds to simple requests, comments, or questions that refer to the present situation</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Responds to requests, comments or questions that refer to a sequence of actions that will happen right away</p> | <p>Connecting Ideas</p> <p style="text-align: center;">○</p> <p>Responds to requests, comments, or questions that refer to actions that will happen at a later time</p> |
|---|---|---|---|--|---|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Responds to voices by turning head or looking in direction of voice. ▶ Startles at loud noise. | <ul style="list-style-type: none"> ▶ Smiles, gurgles, or coos in response to familiar caregiver’s voice. ▶ Moves toward familiar caregiver’s voice. | <ul style="list-style-type: none"> ▶ Looks at familiar object when named. ▶ Watches for parent to wave bye-bye. | <ul style="list-style-type: none"> ▶ Responds to one-step requests, such as “Bring me your shoes.” ▶ Shakes head yes or no in response to simple questions, such as “Do you want a cookie?” ▶ Looks for truck after caregiver asks, “Where’s the truck?” | <ul style="list-style-type: none"> ▶ Responds to requests, such as “Go over to the sandbox and get the shovel.” ▶ Responds to requests, such as “Take off your smock and wash your hands.” ▶ Responds to questions, such as “Are you ready to wash your hands and go to the snack table?” | <ul style="list-style-type: none"> ▶ Responds to questions such as “Would you like to paint after Josie is done at the easel?” Then child gets a toy to play with while waiting near the easel. ▶ Puts special blanket away in cubby when caregiver says, “After we go on our walk, you can hold onto your blanket.” After walk, gets blanket out of cubby. ▶ Listens when caregiver says, “Soon it’ll be time to clean up for lunch.” Later puts book on shelf when lunch is brought out. |

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

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

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

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator:** LANG – Children show growing abilities in communication and language

▶ **Measure 17: Communication of needs, feelings, and interests**

Definition: Child uses language and nonverbal communication to convey needs, feelings, and interests

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

| Responding with Reflexes <input type="radio"/> | Expanding Responses <input type="radio"/> | Acting with Purpose <input type="radio"/> | Discovering Ideas <input type="radio"/> | Developing Ideas <input type="radio"/> | Connecting Ideas <input type="radio"/> |
|---|--|--|--|--|--|
| Makes sounds spontaneously | Uses gestures, sounds, or facial expressions to communicate needs, feelings, and interests | Has a few "special words" or gestures to communicate needs, feelings, and interests | Uses a variety of simple words or gestures to communicate needs, feelings, and interests | Uses simple combinations of words to communicate needs, feelings, and interests | Combines words into phrases or sentences to express needs, feelings, and interests |
| Examples | | | | | |
| <ul style="list-style-type: none"> ▶ Cries. ▶ Coos. | <ul style="list-style-type: none"> ▶ Waves arms or kicks legs excitedly when caregiver blows bubbles. ▶ Cries or looks at caregiver when hungry. | <ul style="list-style-type: none"> ▶ Goes to sit at meal table when hungry. ▶ Asks caregiver for blanket by using his or her special word or gesture for blanket. ▶ Points to toy on shelf. | <ul style="list-style-type: none"> ▶ Initiates waving good-bye or blowing kisses when it's time to go. ▶ Repeats word that caregiver or other child says. ▶ Communicates that he or she wants a cookie, and then takes a cookie from the plate. ▶ Plays with the meaning of the word 'no.' | <ul style="list-style-type: none"> ▶ Says "More juice" when thirsty. ▶ Yells "No—mine!" when angry after other child takes toy. ▶ Asks to "Go bye-bye?" | <ul style="list-style-type: none"> ▶ Says, "Me go outside." ▶ Says, "Take shoes off," to caregiver before naptime. ▶ Says, "I want my mommy." ▶ Says, "I don't like that." |

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

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

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

▽ **Desired Result 1:** Children are personally and socially competent

▽ **Indicator:** LANG – Children show growing abilities in communication and language

▶ **Measure 18: Reciprocal communication**

Definition: Child engages in back-and-forth communication or conversation

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

| Responding with Reflexes <input type="radio"/> | Expanding Responses <input type="radio"/> | Acting with Purpose <input type="radio"/> | Discovering Ideas <input type="radio"/> | Developing Ideas <input type="radio"/> | Connecting Ideas <input type="radio"/> |
|--|--|--|---|--|--|
| Responds to sounds with reflexes | Responds to caregiver’s voice or facial expressions during interaction | Engages in back-and-forth communication with caregiver using vocalizations, | Engages in back-and-forth communication with caregiver using familiar single words | Introduces one or two simple ideas in back-and-forth communication with caregiver | Engages in simple conversations with caregiver that involve several ideas |
| Examples | | | | | |
| <ul style="list-style-type: none"> ▶ Looks in direction of voices. ▶ Coos or gurgles in response to sound. | <ul style="list-style-type: none"> ▶ Smiles back at caregiver when caregiver smiles. ▶ Quiets or stops movements when caregiver begins talking, and makes sounds when caregiver stops talking. | <ul style="list-style-type: none"> ▶ Makes sound, for example, says “Baaaa” in response to caregiver’s talking, and then waits for caregiver to respond. ▶ Waves good-bye after parent waves good-bye. | <ul style="list-style-type: none"> ▶ Says or shakes head yes or no when caregiver asks, “Do you want more milk?” ▶ Names pictures of familiar objects in books when caregiver points to them. | <ul style="list-style-type: none"> ▶ Shows caregiver teddy bear and says, “My teddy.” When caregiver asks, “What’s your teddy bear’s name?” says, “Pooh Bear.” ▶ Nods head yes when caregiver asks if he or she likes pizza, and then says, “More milk.” | <ul style="list-style-type: none"> ▶ Asks several questions about a story caregiver reads. ▶ Uses language such as, “I’m the mommy. You’re the baby,” in pretend play. |

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

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

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

▽ **Desired Result 2:** Children are effective learners

▽ **Indicator:** COG – Children show **cognitive** competence and problem-solving skills through play and daily activities

▶ **Measure 19: Memory**

Definition: Child shows awareness of past experiences and remembers information about people or things

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

| Responding with Reflexes <input type="radio"/> Responds to people, things, or events with reflexes | Expanding Responses <input type="radio"/> Notices people, things, and their features | Acting with Purpose <input type="radio"/> Shows awareness that familiar people or things still exist when they are not physically present | Discovering Ideas <input type="radio"/> Communicates one or two key details about familiar people, surroundings, things, or events that were experienced at an earlier time | Developing Ideas <input type="radio"/> Communicates several details about familiar people, surroundings, things, or events that were experienced at an earlier time |
|---|--|--|---|---|
| <p>Examples</p> <ul style="list-style-type: none">▶ Turns head toward source of sound or touch.▶ Looks at toy that caregiver is holding out. | <ul style="list-style-type: none">▶ Takes toy out of mouth, examines or shakes it, then continues mouthing it.▶ Inspects caregiver’s face by touching different parts.▶ Stops moving to listen to noise outside. | <ul style="list-style-type: none">▶ Looks under sofa after seeing ball roll under it.▶ Looks for favorite toy in his or her cubby.▶ Pulls caregiver’s hand away when caregiver is hiding face during Peek-A-Boo. | <ul style="list-style-type: none">▶ Goes to get book when sees grandma who read books with child during previous visit to classroom.▶ Greets some peers by name. | <ul style="list-style-type: none">▶ Talks about various details of a recent family celebration, such as who was there, what the celebration was for, and what happened.▶ Says, “I’m making soup like mommy—with salt, pepper, and beans” while playing in the kitchen area.▶ Remembers a series of steps in a game. |

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

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

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

▽ **Desired Result 2:** Children are effective learners

▽ **Indicator:** COG – Children show **cognitive** competence and problem-solving skills through play and daily activities

▶ **Measure 20: Cause and effect**

Definition: Child shows understanding of the connection between cause and effect

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

| Responding with Reflexes <input type="radio"/> Responds to people, things, or events with reflexes | Expanding Responses <input type="radio"/> Repeats actions that have an effect | Acting with Purpose <input type="radio"/> Tries out behaviors to cause things to happen | Discovering Ideas <input type="radio"/> Explores possible causes of actions, events, or behaviors | Developing Ideas <input type="radio"/> Shows understanding that actions, events, or behaviors have a specific cause |
|---|--|--|--|---|
| Examples <ul style="list-style-type: none"> ▶ Repeats body movements, such as kicking. ▶ Seems surprised when toy that he or she is holding makes a noise. ▶ Startles at loud noises. ▶ Looks or turns when hearing caregiver’s voice from a distance. | <ul style="list-style-type: none"> ▶ Smiles when caregiver claps. ▶ Shakes rattle over and over again. | <ul style="list-style-type: none"> ▶ Vocalizes at caregiver to engage in play. ▶ Pushes things off table, and watches or listens when they fall. ▶ Tries to knock down block tower in different ways, for example, by rolling a truck into it or removing one of the bottom blocks. | <ul style="list-style-type: none"> ▶ Looks at and fiddles with door latch carefully after seeing the door opened. ▶ Pushes on different parts of toy to make music turn on again. ▶ Hears a siren, goes to caregiver, and asks or signs “Fire truck?” | <ul style="list-style-type: none"> ▶ Notices Susie crying after falling down and tells caregiver, “Susie’s got a boo-boo.” ▶ Walks slowly with cup of milk to avoid spilling. |

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

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

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

▽ **Desired Result 2:** Children are effective learners

▽ **Indicator:** COG – Children show **cognitive** competence and problem-solving skills through play and daily activities

▶ **Measure 21: Problem solving**

Definition: Child uses strategies to solve problems or make discoveries

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds with reflexes</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Explores by trying to make contact with people, parts of self, and things</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Uses simple strategies to find out about people or things or to reach a goal</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Explores various possibilities for solving simple problems, including solutions that clearly won't work</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Solves problems without trying out every possibility, while avoiding solutions that clearly won't work</p> |
|--|---|--|---|--|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Closes fist when caregiver puts finger in palm. ▶ Turns head toward item that touches his or her cheek. ▶ Grasps, blinks, and cries. | <ul style="list-style-type: none"> ▶ Tries to roll over to move toward an object. ▶ Reaches for own feet. ▶ Grabs and puts rattle in mouth. ▶ Touches caregiver's hair. | <ul style="list-style-type: none"> ▶ Opens, closes, or bangs on books or toys. ▶ Moves around furnishings to get to toy. ▶ Squeezes onto caregiver's lap, even if another child is already there. | <ul style="list-style-type: none"> ▶ Finds and uses shovel to get a toy that's buried in sandbox. ▶ Tries to reach something on a high shelf with a stick that is too short then looks for a longer stick. ▶ Turns a puzzle piece to get it to fit in a wooden puzzle. | <ul style="list-style-type: none"> ▶ Chooses large rectangular block as base of tower, instead of using the triangular block with incline. ▶ Uses small broom from housekeeping area to reach something up high. |

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

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

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






▽ **Desired Result 2:** Children are effective learners

▽ **Indicator:** COG – Children show **cognitive** competence and problem-solving skills through play and daily activities

▶ **Measure 22: Symbolic play**

Definition: Child uses objects to represent other objects or ideas

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

| Responding with Reflexes | Expanding Responses | Acting with Purpose | Discovering Ideas | Developing Ideas |
|--|---|--|--|--|
|  |  |  |  |  |
| Responds to people, things, or events with reflexes | Responds to people or things in different ways | Uses objects in a meaningful way | Pretends an item represents another item or serves a different purpose | Organizes pretend play around an idea using several different items to represent other items |
| Examples | | | | |
| <ul style="list-style-type: none">▶ Mouths hand.▶ Moves legs or arms.▶ Notices noise or sound.▶ Notices bright light.▶ Moves arm in response to touch. | <ul style="list-style-type: none">▶ Pulls caregiver's glasses.▶ Sucks on a toy and then tries to shake it. | <ul style="list-style-type: none">▶ Rocks doll in arms.▶ Pretends to drink from cup.▶ Uses brush on doll's hair. | <ul style="list-style-type: none">▶ Pretends napkin is blanket for doll.▶ Uses stick as spoon to stir sand in sandbox.▶ Uses plastic banana as telephone and pretends to call grandma.▶ Uses wooden puzzle as a tray to carry several things. | <ul style="list-style-type: none">▶ Pretends to be 'doggies' with other children using plastic dishes as dog bowls and big wooden beads as dog food.▶ Makes a pretend cake with sand in the sandbox, and uses a stick as a spoon to stir the 'cake batter.'▶ Makes a castle with blocks using pieces of fabric as flags. |

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

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

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

▽ **Desired Result 2:** Children are effective learners

▽ **Indicator:** COG – Children show **cognitive** competence and problem-solving skills through play and daily activities

▶ **Measure 23: Curiosity**

Definition: Child actively explores people and things, especially new ones

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds to new or different people, things, or events with reflexes</p> <p>Examples</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Notices new people, objects, or sounds</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Explores new things in the environment</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Explores new ways to use familiar materials, or shows interest by pointing at new and unfamiliar people and things</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Experiments with how things work or asks "what" or "why" questions</p> |
|--|---|--|--|--|
| <ul style="list-style-type: none"> ▶ Notices new rattle that is held in front of face. ▶ Blinks at bright light. ▶ Smiles when caregiver makes sound. | <ul style="list-style-type: none"> ▶ Shows pleasure when given a new toy. ▶ Vocalizes in response to unusual noise. ▶ Mouths toys. | <ul style="list-style-type: none"> ▶ Discovers that a bell rings and rings it several times. ▶ Chooses new toy off shelf to explore. | <ul style="list-style-type: none"> ▶ Tries to paint on other surfaces instead of paper. ▶ Points to an object for caregiver to name. | <ul style="list-style-type: none"> ▶ Experiments rolling items of different sizes down a ramp or slide. ▶ Asks, "What's that?" when hearing an unfamiliar noise. ▶ Tries out magnet on metal, plastic, and wooden surfaces. |

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

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

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

▽ **Desired Result 2:** Children are effective learners

▽ **Indicator:** MATH – Children show interests in real-life mathematical concepts

▶ **Measure 24: Number**

Definition: Child shows understanding of the concept of number or quantity

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds to single events or actions with reflexes</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Attends to one thing or object at a time</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Recognizes that there are different amounts of things</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Knows and uses simple number names, but not always correctly</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Recognizes or uses numbers to represent small amounts or to count up to a small number</p> |
|---|--|--|---|--|
| <p>Examples</p> <ul style="list-style-type: none">▶ Notices a sound.▶ Reflexively responds to touch. | <ul style="list-style-type: none">▶ Holds something in one hand.▶ Focuses, plays, or interacts with one object at a time. | <ul style="list-style-type: none">▶ Asks for more of something using gesture or word.▶ Puts all pop beads in basket, and then dumps the basket. | <ul style="list-style-type: none">▶ If child has more than one item in hand, may say "Two" or "Three."▶ When asked, "How old are you?" sometimes puts up two fingers and sometimes puts up five fingers.▶ Says "Three," but holds up two items. | <ul style="list-style-type: none">▶ Responds to "How old are you?" by holding up correct number of fingers or saying correct number of years.▶ Points to one object and says "One." |

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

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

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






▽ **Desired Result 2:** Children are effective learners

▽ **Indicator: MATH** – Children show interests in real-life **mathematical** concepts

▶ **Measure 25: Space and size**

Definition: Child shows understanding of how things move in space or fit in different spaces

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

| Responding with Reflexes  Moves body parts with reflexes | Expanding Responses  Attends to how things, people, and own body move through space | Acting with Purpose  Explores how self and things move through and fill up space. | Discovering Ideas  Tries solutions that clearly won't work when solving problems about how self or items fit or move in space | Developing Ideas  Solves problems about how self or items fit or move in space without trying solutions that clearly won't work |
|--|--|--|---|--|
| Examples <ul style="list-style-type: none"> ▶ Grasps object put in hand. ▶ Attends to things placed directly in front of his or her eyes. | <ul style="list-style-type: none"> ▶ Follows moving object with eyes. ▶ Reaches toward ball. ▶ Turns toward sound or moving object. | <ul style="list-style-type: none"> ▶ Expresses pleasure at repeatedly rolling toy down a ramp. ▶ Tries to squeeze body through narrow opening to get toy. ▶ Fits things in dollhouse or farm. | <ul style="list-style-type: none"> ▶ Tries to put larger nesting cup into much smaller cup then successfully puts smaller nesting cup into larger one. ▶ Tries to fit every shape through square opening of shape sorter. ▶ Randomly chooses various shaped blocks to build a tower. | <ul style="list-style-type: none"> ▶ Places correct shape in shape sorter hole. ▶ Chooses puzzle piece that is approximate size and shape needed. |

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

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

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

▽ **Desired Result 2:** Children are effective learners

▽ **Indicator: MATH** – Children show interests in real-life **mathematical** concepts

▶ **Measure 26: Time**

Definition: Child shows understanding of the sequence of routine actions or events

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Follows sleep and hunger cycles</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Responds to events as they happen</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Anticipates the next step of regularly occurring daily events</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Anticipates two or three steps of regularly occurring daily events</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Communicates simple understanding of time, schedule of events, or routines</p> |
|---|---|---|---|---|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Has own pattern of sleep and wake cycles. ▶ Cries when hungry according to individual cycle. | <ul style="list-style-type: none"> ▶ Smiles when caregiver sings. ▶ Attends to bottle when being fed. | <ul style="list-style-type: none"> ▶ Waits for parent by door to pick him or her up after nap. ▶ Sees caregiver get sunscreen out, and goes over to the door. ▶ Sees caregiver getting ready to turn on CD/tape player, and starts to dance. | <ul style="list-style-type: none"> ▶ Goes to sink to wash hands, and then sits at table before caregiver puts lunch out. ▶ Sees caregiver get sunscreen out, and goes over to caregiver and holds out arm to have caregiver put sunscreen on. Runs outside after sunscreen is on. | <ul style="list-style-type: none"> ▶ Uses words related to order of events, such as before, after, and next. ▶ During pretend play, puts something in oven, checks to see if it is ready, and then takes it out. ▶ Says, "I go to bed at nighttime." |

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

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

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

▽ **Desired Result 2:** Children are effective learners

▽ **Indicator: MATH** – Children show interests in real-life **mathematical** concepts

▶ **Measure 27: Classification and matching**

Definition: Child compares, matches, and categorizes different people or different things

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds to people and items with reflexes</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Relates to familiar people and things differently from unfamiliar people and things</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Matches one thing or person that goes with another thing or person</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Groups or separates things into one category, but not always correctly</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Groups things into two or more categories, but not always correctly</p> |
|---|--|--|---|---|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Looks at people’s faces. ▶ Orients away from bright light or loud sound. | <ul style="list-style-type: none"> ▶ Shows recognition of familiar caregiver’s face or voice. ▶ Shows preference for own special blanket or toy from home. | <ul style="list-style-type: none"> ▶ Picks up books and puts them with other books. ▶ Looks for baby bottle when playing with baby doll. ▶ Looks at child when that child’s parent walks into the room. | <ul style="list-style-type: none"> ▶ Separates shovels from toys in sandbox during cleanup. ▶ Takes all yellow blocks out of block box. ▶ Says “Doggie,” when seeing any furry animal. | <ul style="list-style-type: none"> ▶ Separates blocks into a blue pile, red pile, and green pile. ▶ Groups children into categories of ‘babies’ and ‘big kids.’ |

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

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

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

▽ **Desired Result 2:** Children are effective learners

▽ **Indicator:** LIT – Children demonstrate emerging literacy skills

▶ **Measure 28: Interest in literacy**

Definition: Child shows interest in books, songs, rhymes, finger plays, and stories

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds with reflexes to books and songs</p> <p>Examples</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Plays with books and responds to songs</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Attends for short periods of time as caregiver reads books, sings songs, or says rhymes</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Chooses to participate in reading, singing, or rhyming initiated by caregiver</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Initiates and shows appreciation for reading, listening to stories, imitating rhymes, and singing songs</p> |
|---|---|---|---|--|
| <ul style="list-style-type: none"> ▶ Looks at book caregiver holds in child’s visual field. ▶ Quiets when caregiver sings a song. | <ul style="list-style-type: none"> ▶ Chews on or crawls over book. ▶ Touches or squeezes vinyl or cloth book covers. ▶ Opens and closes board books. ▶ Coos when caregiver sings. | <ul style="list-style-type: none"> ▶ Looks at pictures when caregiver is reading. ▶ Tries to turn pages of book as caregiver reads. ▶ Listens to simple songs or rhymes, and may do one basic hand motion with song. | <ul style="list-style-type: none"> ▶ Sits next to caregiver who is reading to another child. ▶ Listens to story caregiver tells. ▶ Joins group doing simple finger play. | <ul style="list-style-type: none"> ▶ Imitates reading. ▶ Chooses to play with books during free play. ▶ Asks caregiver to tell a story or sing a song. ▶ Brings caregiver a favorite book in order to be read to. ▶ Says, “I love books.” |

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

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

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

▽ **Desired Result 2:** Children are effective learners

▽ **Indicator:** LIT – Children demonstrate emerging literacy skills

▶ **Measure 29: Recognition of symbols**

Definition: Child shows awareness that symbols and pictures represent people, objects, and actions

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds with reflexes to people and things</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Responds to movements, patterns, gestures, and facial expressions</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Attends to things that caregiver points to, shows, or talks about</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Shows understanding that pictures represent people and things</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Shows understanding that a series of pictures represents a story, and recognizes simple symbols</p> |
|--|--|--|--|--|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Stares at mobile above diaper changing table. ▶ Looks at bold patterns where there might be a sharp contrast. ▶ Turns toward caregiver when caregiver is speaking. | <ul style="list-style-type: none"> ▶ Reaches for a spot that is part of a pattern. ▶ Follows a slow-moving object with eyes. | <ul style="list-style-type: none"> ▶ Looks at things or people the caregiver names. ▶ Looks outside when caregiver points outside. | <ul style="list-style-type: none"> ▶ Looks for bird outside when caregiver shows bird pictures. ▶ Points to a picture of a dog in a book and says or signs "Dog" before the caregiver says or signs "Dog." | <ul style="list-style-type: none"> ▶ 'Reads' story to self by following pictures in book. ▶ Recognizes that a stop sign means 'stop.' ▶ Identifies some letters from his or her name. |

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

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







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

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

▶ **Measure 30: Gross motor**

Definition: Child moves different parts of body or whole body

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

| Moving with Reflexes  Moves body with reflexes | Combining Simple Movements  Combines the movement of more than one body part | Coordinating Simple Movements  Coordinates movement of arms and legs to move whole body | Exploring Complex Movements  Coordinates movement of whole body while standing on two feet using support | Making Complex Movements  Coordinates movement of whole body while standing on two feet without support | Expanding Complex Movements  Coordinates highly complex movements with confidence and ease |
|---|---|---|---|--|---|
| Examples ▶ Moves leg. ▶ Turns head. | ▶ Turns head and reaches for toy. ▶ Waves arms and kicks legs at the same time. | ▶ Crawls to other side of room. ▶ Creeps toward caregiver. ▶ Scoots or rolls in direction of toys. ▶ Gets up on all fours. ▶ Moves from lying down to sitting position. | ▶ Holds onto table and sidesteps around it. ▶ Takes steps forward and sideways while holding onto furniture. ▶ Uses table to pull body into standing position. | ▶ Steps sideways. ▶ Walks up stairs by putting two feet on a step before going to the next one. ▶ Steps backward. | ▶ Runs. ▶ Walks backward. ▶ Walks up steps with alternating feet. ▶ Steers and pedals tricycle. |

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

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







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

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

▶ **Measure 31: Fine motor**

Definition: Child uses hands to reach or manipulate objects

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

| Moving with Reflexes  Responds with reflexes | Combining Simple Movements  Uses arms and hands to interact with things in the environment | Coordinating Simple Movements  Uses full hand grasp with thumb closed on fist | Exploring Complex Movements  Picks up or holds things with fingertip(s) and thumb | Making Complex Movements  Manipulates objects using fingers and wrist on one hand while stabilizing the object with the other hand | Expanding Complex Movements  Manipulates objects using fingers and wrists on both hands together to accomplish a task or do an activity |
|---|---|--|--|---|--|
| Examples ▶ Curls fingers around caregiver's finger when placed in palm. ▶ Holds hands in fist position. | ▶ Holds things against body. ▶ Curls fingers and pulls object closer in a raking motion. ▶ Keeps hands open most of the time. ▶ Opens and closes hands. | ▶ Adjusts grasp to size and shape of toy or food. ▶ Holds crayon with full fist. | ▶ Holds spoon using thumb and fingers to feed doll. ▶ Picks up small object using thumb and more than one finger. ▶ Puts things into small openings. ▶ Pulls Velcro to undo shoes. ▶ Uses index finger and thumb to pick up a piece of food. | ▶ Uses a turning motion with hand and wrist while trying to open twist tops. ▶ Pulls up a zipper that is started by a caregiver. ▶ Peels stickers off sheet by self. ▶ Puts large beads on a string. ▶ Scribbles 'name' on picture. | ▶ Buttons a large button. ▶ Turns both knobs on an Etch-A-Sketch at the same time. ▶ Turns small handles of two gears on a toy at the same time. |

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

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







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

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

▶ **Measure 32: Balance**

Definition: Child maintains stability of body in various positions

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

| Moving with Reflexes  Depends on other people or objects to balance body | Combining Simple Movements  Holds head steady while body weight is supported, and maintains balance while lying on side | Coordinating Simple Movements  Balances and supports weight of torso (head, chest, and arms) while sitting or on all fours | Exploring Complex Movements  Balances whole body while standing on two feet using support | Making Complex Movements  Balances whole body and supports own weight while standing on two feet | Expanding Complex Movements  Balances body while using arms to catch or carry an object, or momentarily balances body on one foot |
|---|--|---|--|--|--|
| Examples <ul style="list-style-type: none"> ▶ Lies on back as positioned by caregiver. ▶ Remains in one position unless repositioned. ▶ Depends on caregiver to support head. | <ul style="list-style-type: none"> ▶ Holds head up while being held or sitting in car seat. ▶ Balances self in sitting position while being held in caregiver's lap. | <ul style="list-style-type: none"> ▶ Sits without support. ▶ Extends arms to sides to prevent falling while sitting. ▶ Balances body on all fours. | <ul style="list-style-type: none"> ▶ Balances body while caregiver holds hand. ▶ Holds onto table for balance while walking around it. ▶ Uses a chair for balance while pushing it. | <ul style="list-style-type: none"> ▶ Stands freely. ▶ Bends over and picks up something small off the floor. ▶ Squats down from a standing position to pick up toy, and then stands up again. | <ul style="list-style-type: none"> ▶ Briefly stands on one foot while putting other foot through leg of pants. ▶ Carries a large stuffed bear across a room. ▶ Kicks a ball. ▶ Uses arms while standing to try to catch a large ball that is thrown to him or her. |

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

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

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

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

▶ **Measure 33: Eye-hand coordination**

Definition: Child uses eyes and hands together to perform an action or accomplish a task

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

| <p>Moving with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds with reflexes</p> | <p>Combining Simple Movements</p> <p style="text-align: center;">○</p> <p>Looks at hands</p> | <p>Coordinating Simple Movements</p> <p style="text-align: center;">○</p> <p>Watches while moving arm and hand toward object or person</p> | <p>Exploring Complex Movements</p> <p style="text-align: center;">○</p> <p>Watches and guides the movement of one arm and hand to accomplish a task</p> | <p>Making Complex Movements</p> <p style="text-align: center;">○</p> <p>Watches and manipulates an object with one hand while stabilizing the object with the other hand</p> | <p>Expanding Complex Movements</p> <p style="text-align: center;">○</p> <p>Watches and coordinates the movements of both hands together to accomplish a task or do an activity</p> |
|--|--|--|--|---|--|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Moves hand to mouth. ▶ Blinks when something approaches his or her face suddenly. | <ul style="list-style-type: none"> ▶ Stares at own hand while opening and closing it. ▶ Tries to look at hand while sucking on it. | <ul style="list-style-type: none"> ▶ Attempts to grasp things that are moving. ▶ Transfers something from one hand to the other. ▶ Rolls a ball forward using both hands. ▶ Bats at something hanging, such as a mobile, with one arm. | <ul style="list-style-type: none"> ▶ Puts small blocks into container. ▶ Puts one cube on top of another. ▶ Turns pages of board book that is being held by caregiver. ▶ Puts pegs into peg board. | <ul style="list-style-type: none"> ▶ Uses crayon to make up-and-down or side-to-side strokes while holding paper with other hand. ▶ Turns pages of a book while holding the book with other hand. ▶ Adds a cube to the top of a block tower while stabilizing the tower with other hand. | <ul style="list-style-type: none"> ▶ Holds two cups while pouring water from one to the other. ▶ Holds butterfly net with two hands while trying to catch a butterfly. ▶ Uses both hands to catch a bubble. |

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

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

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

▽ **Desired Result 4:** Children are safe and healthy

▽ **Indicator:** SH – Children show an emerging awareness and practice of **safe** and **healthy** behavior

▶ **Measure 34: Personal care routines**

Definition: Child responds to and initiates personal care routines

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Responds with reflexes during personal care routines</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Responds to personal care routines</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Anticipates simple steps of personal care routines</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Follows simple personal care routines</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Initiates and follows through with some personal care routines</p> |
|--|--|--|--|---|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Attends to caregiver during diaper change. ▶ Closes eyes when caregiver wipes nose. | <ul style="list-style-type: none"> ▶ Turns head away when caregiver wipes nose. ▶ Kicks legs during diaper change. ▶ Quiets during diaper change. | <ul style="list-style-type: none"> ▶ Lifts legs when caregiver is changing his or her diaper. ▶ Holds hands under water for caregiver to wash. | <ul style="list-style-type: none"> ▶ Puts hands under water, and looks for soap to wash hands and paper towel to dry hands. ▶ Wipes nose when caregiver gives tissue. ▶ Puts hands through arm holes when caregiver holds coat. | <ul style="list-style-type: none"> ▶ Tells caregiver he or she needs to use the potty. ▶ Gets tissue to wipe own nose. ▶ Tries to wash paint off arm. ▶ Puts on own coat. |

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

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

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

- ▽ **Desired Result 4:** Children are safe and healthy
- ▽ **Indicator: SH** – Children show an emerging awareness and practice of **safe** and **healthy** behavior

▶ **Measure 35: Safety**

Definition: Child shows awareness of safety

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

| <p>Responding with Reflexes</p> <p style="text-align: center;">○</p> <p>Depends on adult for safety</p> | <p>Expanding Responses</p> <p style="text-align: center;">○</p> <p>Responds to situations that make him or her feel unsafe</p> | <p>Acting with Purpose</p> <p style="text-align: center;">○</p> <p>Seeks out adult when feeling insecure or unsafe</p> | <p>Discovering Ideas</p> <p style="text-align: center;">○</p> <p>Follows simple safety rules when reminded</p> | <p>Developing Ideas</p> <p style="text-align: center;">○</p> <p>Knows some simple safety rules without being reminded</p> |
|---|---|---|--|--|
| <p>Examples</p> <ul style="list-style-type: none"> ▶ Falls asleep on back after caregiver places him or her in that position. ▶ Cries after hearing loud noise. | <ul style="list-style-type: none"> ▶ Looks or reaches toward caregiver when frightened or unsure. ▶ When being carried, clings to caregiver when feeling caregiver's grip loosen. | <ul style="list-style-type: none"> ▶ Moves to caregiver when frightened or unsure. ▶ Holds out hand for caregiver when walking down ramp. | <ul style="list-style-type: none"> ▶ Stops running when caregiver asks him or her to walk. ▶ Touches another child 'gently' when caregiver asks. ▶ Tries to buckle seat belt when caregiver buckles other children in the stroller. | <ul style="list-style-type: none"> ▶ States safety rules, such as "Don't run." ▶ Reaches for a caregiver's or a peer's hand to hold when going for a walk. ▶ Closes classroom door when coming in from outside. |

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

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

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