

DESIRED RESULTS DEVELOPMENTAL PROFILE-REVISED

# DRDP-R

PRESCHOOL



California Department of Education  
Child Development Division  
2009



The *Desired Results Developmental Profile—Revised Preschool (DRDP-R PS)* was developed to support the implementation of the Desired Results system based on the guidelines and specifications of the California Department of Education, Child Development Division (CDE/CDD). Modifications and adaptations for children with disabilities were developed by the CDE, Special Education Division (CDE/SED). The DRDP-R PS complete document is available on the CDE web site at [www.cde.ca.gov](http://www.cde.ca.gov) and on the Desired Results Training and Technical Assistance web site at [www.desiredresults.us](http://www.desiredresults.us).

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# Desired Results Developmental Profile-Revised Preschool (DRDP-R PS)

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# I. Introduction

Welcome to the Desired Results (DR) system developed by the California Department of Education, Child Development Division (CDE/CDD), in collaboration with the Special Education Division (CDE/SED), to improve the quality of programs and services provided to all children, birth to 12 years of age, who are enrolled in early care and education programs and their families. The DR system implemented by the CDE is a comprehensive approach that facilitates the achievement of the identified Desired Results for Children and Families.

The centerpiece of the Desired Results system, the Desired Results Developmental Profile-Revised (DRDP-R), is a teacher observation assessment instrument to use to observe, document, and reflect upon children's development and progress in the program. California is one of the very few states in the nation that has developed its own assessment system designed specifically for measuring child progress toward desired outcomes. The instrument presented in this document is the DRDPR Preschool (DRDP-R PS), which is for use with all preschool-aged children enrolled in early care and education programs, with additional information included for using the instrument for children receiving special education services.

Desired Results are defined as conditions of well-being for children and their families. The DR system is based on the following six Desired Results – four for children and two for families:

## Desired Results for Children

DR 1: Children are personally and socially competent

DR 2: Children are effective learners

DR 3: Children show physical and motor competence

DR 4: Children are safe and healthy

## Desired Results for Families

DR 5: Families support their child's learning and development

DR 6: Families achieve their goals.

The DR system includes a Parent Survey to assist programs to gather information from families about 1) their satisfaction with their child's program and how it supports the child's growth and development and 2) their perceptions of the family's progress toward achieving the two Desired Results for families. The Parent Survey is available at:  
<http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp>

## II. Development of the Desired Results System

The California Department of Education (CDE) began development of the Desired Results (DR) system in 1996 to promote high-quality programs for children and their families. To meet this goal, the DR system is designed to assist programs to determine effective strategies for continuous improvement. In fall 2006, CDD implemented a revised set of instruments, DRDP-R, to replace the original DRDP. The DRDP-R represents substantial improvement in the interpretability of assessment for individual children. The development of the DRDP-R involved the participation of practitioners, program administrators, and experts from the fields of assessment, program evaluation, child development, special education, and K-12 education. Contributions were also made by experts in each of the content areas, as well as experts and practitioners for each of the following age groups: infant and toddler, preschool, and school-age. In the fall of 2008, a study will be conducted to assess alignment of the DRDP-R2 for infants/toddlers and preschoolers, with the recently developed CDD *Infant/Toddler Learning and Development Foundations* and the *Preschool Foundations, Volume 1*. As preschool foundations are developed for the remaining content areas during the next two years, the DRDP-R2 will be revised as necessary to include any new content and additional alignment studies will be conducted.

Since the DR system is designed for all children, the vision held by all contributors to the development of the system is that through collaborative efforts a continuity of outcomes will be achieved for all children. Initially, the SED's DRDP access Project worked with CDD to make the DRDP as inclusive and appropriate as possible for the assessment of progress for children with disabilities. For example, the descriptions of the behaviors to be observed in the DRDP-R are written to be inclusive of all children. The DRDP access Project also developed a system of adaptations and guidelines for the DRDP-R for preschool children that are included in this document and will allow practitioners to assess children with disabilities in an appropriate manner with the structure of the Desired Results system.

### **III. Introduction to the Desired Results Developmental Profile-Revised Preschool (DRDP-R PS) Instrument**

The DRDP-R Preschool is a teacher-observation child-assessment instrument that has been carefully designed for:

- >Observing, documenting, and reflecting upon children's development and progress in the program;
- >Planning curriculum for each child and the group based on their growth, development, abilities, and interests;
- >Sharing children's progress with their families;
- >Developing plans for improvement in program practices and policies;
- >Sharing information with program administrators and advisory committees; and
- >Supporting monitoring of program quality and provision of services by CDE.

This instrument is designed to be used with all preschool children, including those receiving Special Education services. If a preschooler has an Individualized Education Program (IEP), the child's IEP Team determines which instrument (DRDP-R or DR access) is used. If the IEP team designates the use of the DRDP-R Preschool instrument, the child's preschool teacher and the special education service provider\* will jointly decide who will take the lead in completing the DRDP-R assessment. If the IEP team designates the use of the DRDP access, the special education service provider will complete the assessment together with the child's preschool teacher. In both instances, the assessment process should be completed with input from parents and other adults in the child's life. Teachers should observe and document the child's progress in the same way it is done for all children.

When the assessment is completed, both the child's preschool teacher and special education service provider will have copies of the completed assessment and will ensure that a copy of the assessment is maintained on file as required. The preschool teacher will use information from the assessment to support curriculum planning for the child, and the preschool teacher and administrator will use the information for continuous improvement of the program. The special education service provider will use information from the assessment to determine services to be provided for the child and to assist the preschool teacher in making decisions about adaptations to the preschool curriculum and classroom.

\* The special education service provider may be a special education teacher, speech therapist, occupational therapist, or other specialists providing services designated in the child's IEP.

For detailed information on policies and procedures for using the DRDP-R for preschool children with disabilities, visit the Desired Results access website at <http://www.draccess.org> and refer to the DRDP-R User's Guides available at <http://www.desiredresults.us>.

The complete DRDP-R Preschool is included in Section IV of this document.

Section V includes the instructions, information page, and rating record for the DRDP-R PS that will be used for most children enrolled in the program.

Section VI includes the instructions, information page, and rating record for the DRDP-R PS when a child has an IEP and the child's IEP team determines that the DRDP-R should be used rather than the DRDP access.

Collaborative efforts between the CDD and SED support an inclusive system for measuring children's progress that will provide more complete information leading to improved outcomes for all children and continuous program improvement. A set of adaptations and guidelines to support the assessment of children with disabilities on the DRDP instruments has been developed by SED. The adaptations are included as a part of the instructions for children with IEPs in Section VI of this document.

## **IV. Desired Results Developmental Profile-Revised Preschool (DRDP-R PS) Instrument**

### ***Desired Results Developmental Profile-Revised Preschool (DRDP-R PS) Outline***

#### **Desired Result 1 - Children are personally and socially competent.**

Indicator: Self-Concept (SELF)

Measure:

1. Identity of self
2. Recognition of own skills and accomplishments

Indicator: Social and Interpersonal Skills (SOC)

Measure:

3. Expressions of empathy
4. Building cooperative relationship with adults
5. Developing friendships
6. Building cooperative play with other children
7. Conflict negotiation
8. Awareness of diversity in self and others

Indicator: Self-Regulation (REG)

Measure:

9. Impulse control
10. Taking turns
11. Shared use of space and materials

Indicator: Language (LANG)

Measure:

12. Comprehends meaning
13. Follows increasingly complex instructions
14. Expresses self through language
15. Uses language in conversation

**Desired Result 2 - Children are effective learners.**

Indicator: Learning (LRN)

Measure:

- 16. Curiosity and initiative
- 17. Engagement and persistence

Indicator: Cognitive Competence (COG)

Measure:

- 18. Memory and Knowledge
- 19. Cause and effect
- 20. Engages in problem solving
- 21. Socio-dramatic play

Indicator Math (MAT)

Measure:

- 22. Number sense: Understands quantity and counting
- 23. Number sense: Math Operations
- 24. Shapes
- 25. Time
- 26. Classification
- 27. Measurement
- 28. Patterning

Indicator: Literacy (LIT)

Measure:

- 29. Interest in literacy
- 30. Letter and word knowledge
- 31. Emerging writing
- 32. Concepts of print
- 33. Phonological awareness

**Desired Result 3 - Children show physical and motor competence.**

Indicator: Motor Skills (MOT)

Measure:

- 34. Gross motor movements
- 35. Fine motor skills
- 36. Balance

**Desired Result 4 - Children are safe and healthy.**

Indicator: Safety and Health (SH)

Measure:

- 37. Personal care routines
- 38. Personal Safety
- 39. Understanding healthy lifestyles

Desired Result 1: Children are personally and socially competent

Indicator: SELF — Preschoolers show self-awareness and a positive self-concept

Measure 1: Identity of self

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

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

Exploring

Shows recognition of self as individual, recognizing own name and names of familiar people

( Not yet at first level)

Examples:

- Communicates own name to someone else, "I am Margo."
- Gestures with excitement when own name is used in gesture song.
- Points to peer and communicates his name, "That is Jackie."
- Refers to adult by name or special gesture.
- Refers to things as "mine" or "Daddy's."

Developing

Describes self or others in terms of basic physical characteristics

Examples:

- “My hair is red!”
- “I’m big!”
- Says, “I am four,” or shows four fingers to indicate age.
- “Tami has long hair.”

Building

Describes self and others in terms of preferences

Examples:

- “I like red hair.”
- “David likes crackers.”
- “I like to jump rope.”

-“I like the play dough. It is nice and warm.”

### Integrating



Accurately compares self to others

Examples:

-“My hair is red, but she has brown hair.”

-“I like to eat peanut butter. My mommy likes cheese.”

-Noticing a friend’s shoes, says, “We both have sandals on today!”

-“My daddy took us to the beach. I got in the water, but my sister didn’t.”

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

3. Is the child 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 — Preschoolers show self-awareness and a positive self-concept

Measure 2: Recognition of own skills and accomplishments

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

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

### Exploring



Shows interest and/or pleasure when someone reacts to something he or she has done

( Not yet at first level)

Examples:

-When an adult tells the child she completed a really tall block tower, the child smiles with joy.

-Joins the adult in clapping with pleasure after completing a challenging task.

-When an adult comments about the child’s work on a puzzle, child smiles and continues to work.

Developing



Characterizes self positively in terms of specific activity that he or she is doing or has just finished

Examples:

- “I’m making a really big tower.”
- “Look what I made!”
- “I cleaned up with the sponge!”
- Says, “We DID it!” after finishing a puzzle with a friend.
- Points or gestures with delight at a completed class mural.

### Building



Characterizes positively own skills involved in doing a task

Examples:

- “I can kick the ball hard.”
- After helping with cleaning, says, “We are good helpers.”
- Shows another child some ways he knows to make a block tower more stable.
- After doing a puzzle with other children, says, “First we look for the corner pieces—that’s how we do it!”
- Shows or describes efforts at writing a letter or own name.

### Integrating



Characterizes self positively in terms of generalized ability or skills

Examples:

- Demonstrates to another child how to kick a soccer ball.
- “I am really good at building things.”
- “I can help other kids on the computer.”
- “I am good at drawing.”

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

3. Is the child emerging to the next level?



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

Desired Result 1: Children are personally and socially competent

Indicator: SOC — Preschoolers demonstrate effective social and interpersonal skills

Measure 3: Expressions of empathy

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

Mark the highest developmental level the child has mastered.

### Exploring

Shows awareness when others are unhappy or upset

( Not yet at first level)

Examples:

- Watches to see if an adult will come to help a child who is upset.
- Moves next to or away from a child who is showing distress.
- Stops own play and looks at the child who is crying.

### Developing

Offers simple assistance when he or she thinks it is needed—even if not really needed

Examples:

- Pats or hugs a child who is upset.
- Points out a child who needs assistance to an adult.
- Offers own special toy or comfort object to a child who is showing distress.

### Building

Accurately labels own and others' feelings

Examples:

- Draws picture representing child who is upset and makes a sad face herself.
- “Maria is smiling—she is happy today.”
- Points out a picture in a book of someone who looks mad.
- “Fabio is scared of thunder.”

### Integrating

Uses words or actions to demonstrate concern for what others are feeling

Examples:

- Asks child, “Why are you crying?” When told he misses his mommy, says, “Don’t worry, your mommy will come back soon.”
- Puts arm around a child who is standing alone and says, “I’ll be your friend. Want to play with me?”
- Goes to a child whose tower fell down and says, “I’ll help you build it again.”

2. Record evidence for this rating here. (Use back for more space.)  
3. Is the child emerging to the next level?

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

Desired Result 1: Children are personally and socially competent

Indicator: SOC — Preschoolers demonstrate effective social and interpersonal skills

Measure 4: Building cooperative relationships with adults

Definition: Child interacts with adult in ways that become increasingly cooperative, including sharing, joint planning, and problem solving

Mark the highest developmental level the child has mastered.

Exploring

Seeks interaction with familiar adult for company, help, or comfort

( Not yet at first level)

Examples:

- Says to an adult, "I need help."
- Repeats an action that a familiar adult found funny at an earlier time.
- Asks the adult sitting next to her to tie her shoes.
- Asks the adult to get something he or she cannot reach.

Developing

Attempts to establish a relationship with an adult by cooperating and interacting

Examples:

- Says to an adult, "I cleaned up the blocks like you asked."
- Seeks out a familiar adult to play a game with him.
- Asks an adult to help with something she may be able to do by herself.
- Often works and plays on own, but spends some time every day checking in with or cuddling with familiar adult.

## Building

Seeks to share experience or get information from adults

Examples:

- Says to an adult, "Guess what I saw yesterday?"
- Goes to an adult with a question that she cannot answer independently.
- Asks an adult why other child is not going outside.
- Talks to an adult about things that interest him or her.

## Integrating

Works cooperatively with an adult to plan and organize activities and to solve problems

Examples:

- Says to an adult, "I can help you set the table for snack."
- Cooperates with an adult to find a way to bring water to the sandbox.
- Interacts with an adult to solve a problem he's having with a puzzle.
- Plans an art activity with an adult.

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

3. Is the child emerging to the next level?

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

Desired Result 1: Children are personally and socially competent

Indicator: SOC — Preschoolers demonstrate effective social and interpersonal skills

Measure 5: Developing friendships

Definition: Child forms increasingly closer relationships with specific peers, sharing experiences and activities

Mark the highest developmental level the child has mastered.

## Exploring

Interacts with another child side-by-side as they play with similar materials

( Not yet at first level)

#### Examples:

- Plays with blocks next to Jose, who is also playing with the blocks.
- Hands another child a toy that he or she is looking for.
- Hands a bucket to a child sitting next to him or her in the sandbox.

#### Developing



Names another child as a friend or seeks out a particular child with whom to play

#### Examples:

- Says, "Jose is my friend."
- Stands next to the same child for group walks.
- Frequently chooses to sit with a particular child at lunch.

#### Building



Engages in social games and pretend play with a particular child

#### Examples:

- Builds pretend city with Jose using blocks.
- Spends free playtime with particular child or children, pretending to be members of a family.
- “I like baking with Donna.”

#### Integrating



Prefers to play with a particular child who also expresses preference for him or her

#### Examples:

- Asks Jose, "Do you want to play with blocks or puppets?" and plays the activity Jose chooses.
- Has at least one close friend, with whom he or she shares a variety of games and activities.
- “Emma and I like to play together.”

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

3. Is the child emerging to the next level?



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

Desired Result 1: Children are personally and socially competent

Indicator: SOC — Preschoolers demonstrate effective social and interpersonal skills

Measure 6: Building cooperative play with other children

Definition: Child interacts with other children through play that becomes increasingly cooperative and oriented towards a shared purpose

Mark the highest developmental level the child has mastered.

Exploring

Interacts with other children side-by-side as they play with similar materials

( Not yet at first level)

Examples:

- Plays blocks side-by-side with other children.
- Hands another child a toy that he or she is looking for.
- Hands a bucket to a child sitting next to him or her in the sandbox.

Developing

Engages with another child or children in play involving a common idea or purpose

Examples:

- Plays with blocks with another child.
- Plays in sand to build a castle with several other children.
- Joins another child to help look for a lost toy.

Building

Shows preference for particular playmates, but plays cooperatively with a variety of children

Examples:

- Plays in blocks area with whoever happens to be there, then moves on to play with particular playmates on the climbing structure.
- Gets along easily with various playmates in different parts of the room or playground.
- Participates in short pretend play with several peers, but mostly interacts with one of them.

## Integrating

Leads or participates in planning cooperative play with other children

Examples:

- Successfully organizes playmates to build a city out of blocks.
- Participates in pretend play with peers, following the agreed-upon roles.
- Successfully helps to negotiate where and how a small group of children can play.
- “We can make one big spaceship with the LEGOS. Want to try?”

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

3. Is the child emerging to the next level?

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

Desired Result 1: Children are personally and socially competent

Indicator: SOC — Preschoolers demonstrate effective social and interpersonal skills

Measure 7: Conflict negotiation

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

Mark the highest developmental level the child has mastered.

## Exploring

Asserts self, using facial expression, words, or actions in conflict situations, but needs an adult to suggest resolutions

( Not yet at first level)

Examples:

- Expresses that she wants another child’s trike and needs adult redirection so she does not try to take it.
- When another child tries to take a toy, pulls the toy back or protests, needing an adult to suggest a solution.
- Needs adult to offer a way to join in other children’s play without disturbing their game.

## Developing

Starts to use appropriate words and actions to express own desires and, when needed, seeks adult help to resolve a conflict  
Examples:

- Seeks out adult and indicates that another child won't give her a turn on the trike.
- Says or indicates to another child, "You are on my rug."
- When she wants to play with trucks and all the trucks are being played with, goes to an adult and indicates that she needs a truck.

### Building



Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs

Examples:

- “I need a turn on the trike. Let me use it.”
- “I want to play on the computer. When will it be my turn?”
- When he wants to play a game for four children and all the spots are taken, signals or asks another child if he can take his place.

### Integrating



Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions

Examples:

- “OK. I can use the trike for five minutes, and then you can use it for five minutes.”
- Brings an egg timer over to a group waiting for turns on the computer.
- When children are crowding and pushing at the water table, the teacher says, “What’s happening here?” Someone says, “It’s too crowded.” Child says, “Okay, I will leave” and leaves.

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

3. Is the child emerging to the next level?



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

Desired Result 1: Children are personally and socially competent

Indicator: SOC — Preschoolers demonstrate effective social and interpersonal skills

Measure 8: Awareness of diversity in self and others

Definition: Child acknowledges and responds to similarities and differences between self and others and learns to appreciate

the value of each person in a community

Mark the highest developmental level the child has mastered.

### Exploring

Shows awareness of physical differences in others

( Not yet at first level)

Examples:

- Shows interest by touching the hair of a child whose hair color or texture is different from his or her own.
- Shows curiosity about a new child whose physical features are different from his or her own.
- Shows interest when another child speaks another language.

### Developing

Identifies physical differences and similarities between self and others

Examples:

- “I have a long ponytail, and she has a short one.”
- “Sonya and I both have brown eyes.”
- “I’m a girl, and Tony’s a boy.”
- “You are big, and I am little.”

### Building

Expresses awareness of differences and similarities between self and others, such as language, culture, or special needs

Examples:

- “Juana speaks Spanish. I speak English.”
- Tries to imitate sounds of language unfamiliar to him or her.
- Shows interest in another child’s food or eating habits that are different from his or her own.
- “Why can’t Johnny eat peanut butter?”

### Integrating

Demonstrates an understanding of inclusion or fairness through actions or words

Examples:

- Uses gestures and actions, such as pointing or waving, to include children who speak another language in a play activity.
- Gets out a puzzle that has large knobs on it for a younger child or child with a special need.
- Moves toys out of the way to make a clear path for a child in a wheelchair.
- Explains what a teacher said to a child who did not understand.

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

3. Is the child emerging to the next level?

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

Desired Result 1: Children are personally and socially competent

Indicator: REG — Preschoolers demonstrate effective self-regulation in their behavior

Measure 9: Impulse control

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

Mark the highest developmental level the child has mastered.

Exploring

Accepts active adult guidance and support to stop self from acting impulsively on desires or needs

( Not yet at first level)

Examples:

- When adult says she has to wait to use the easel, may show frustration but accepts an alternative activity.
- When it is time to move from one activity to another, often needs direct adult guidance to do so.
- Needs adult to offer a way to join in other children's play without disturbing their game.

Developing

Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support

Examples:

- Goes to the lunch table when adult says it's lunchtime, but needs to be reminded to wait for the food to be passed to him.
- Waits impatiently for toy, but does not grab it from other child.
- When adult says he or she cannot go outside to play now, child becomes upset but does not cry or act out.

## Building



Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help

Examples:

- Goes to adult for help when feeling frustrated about a child who will not give up the computer.
- When another child has the toy she wants, offers a different toy in exchange, or says, "OK, I will wait until you are done."
- Asks an adult to read a book, then looks at the book while waiting for adult to come.

## Integrating



Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively

Examples:

- When unable to use the computer, finds another activity of interest until computer is available.
- When other children want to play with a set of markers she wants, offers a strategy such as, "Hey guys, we can each use one of the markers. I choose this one."
- "I told Aurelio he can use the scooter in five minutes!"
- When the playhouse is full, says to an adult, "Can you call me when I can play in the playhouse?" then goes to the water table.

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

3. Is the child emerging to the next level?



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

Desired Result 1: Children are personally and socially competent

Indicator: REG — Preschoolers demonstrate effective self-regulation in their behavior

Measure 10: Taking turns

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

Mark the highest developmental level the child has mastered.

## Exploring



Needs adult prompting or support to wait for turn

(○ Not yet at first level)

Examples:

- When all the easels are being used, follows an adult's request to work at the art table until an easel is available.
- Goes with several other children to wash his hands and waits his turn when asked to by an adult.
- When another child tries to take a toy, he pulls the toy back or protests, needing an adult to suggest a solution.

Developing

○

Uses adult-structured turn-taking procedures, including rules and cues

Examples:

- Accepts that her turn on the easel is over when she finishes one picture.
- Takes ticket or puts name card in a pouch or on a list.
- Accepts a timer or hourglass to determine start and end of a turn.

Building

○

Demonstrates knowledge of turn-taking rules and procedures and abides by them most of the time

Examples:

- “We each get a turn to paint.”
- Accepts the rule when another child says, “The rule is each kid gets five minutes.”
- “No cutting in line.”

Integrating

○

Routinely proposes turn-taking as a solution to conflicts over materials and equipment

Examples:

- “He paints first, then me, then you.”
- When several children want to play with the basketball, says, “Let's take turns.”
- Reminds other child to take a ticket and wait for his turn on the trike.
- “Justin can wash his hands first.”

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

3. Is the child emerging to the next level?

○

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

Desired Result 1: Children are personally and socially competent

Indicator: REG — Preschoolers demonstrate effective self-regulation in their behavior

Measure 11: Shared use of space and materials

Definition: Child develops the ability to share with others and initiates sharing of space and objects

Mark the highest developmental level the child has mastered.

Exploring

Tries to keep control over space and materials he or she is using

( Not yet at first level)

Examples:

- Keeps all the crayons near her even if only using one or two colors.
- Keeps the favorite cookie cutter to use with the play dough, even if he is not using it at the time.
- When playing at the sand table, tries to keep all the cups.
- Thinks the red cape is his and gets upset when he sees somebody else wearing it.

Developing

Maintains control of materials or space that he or she cares about, but allows others to use the rest

Examples:

- Lets another child use some crayons, but moves the colors he wants close by.
- Lets another child take a book from a pile next to her, but holds onto a few that she particularly likes.
- Has a conflict with another child over dolls in the house area, but complies when an adult asks that each of them pick one doll to play with.

Building

With adult prompting, shares with another child material or space he or she is using or wants to use

Examples:

- Hands a triangle to another child when asked to do so by the teacher.
- When asked to move so another child can have room, does so.
- When adult asks who will share the play dough, offers to share.
- Shares the bike when a teacher tells him that another child is waiting for a turn on the bike.

### Integrating



Without adult prompting, invites others to share materials or space he or she is using

Examples:

- While coloring with crayons, offers a crayon to another child.
- Asks another child to look at pictures in a book with him.
- When another child comes to the dramatic play area, asks, “Do you want to be the mommy?” or says, “You can sit here.”
- Splits his play dough into three even parts to share with others.
- Invites another child to play with the dinosaurs, acting out what the dinosaurs are doing.

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

3. Is the child emerging to the next level?



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

Desired Result 1: Children are personally and socially competent

Indicator: LANG — Preschoolers show growing abilities in communication and language

Measure 12: Comprehends meaning

Definition: Child receives, understands, and responds to oral language that uses increasingly complex words, phrases, and ideas

Mark the highest developmental level the child has mastered.

### Exploring



Understands the meaning of simple words, phrases, stories, and songs

( Not yet at first level)

Examples:

- Asks simple questions or makes simple comments after hearing a story.
- Produces words and phrases that are part of familiar stories and songs.
- Responds to simple questions or requests by an adult that are about objects, people, and actions in the immediate environment. For example:
  - “Nap time! Could you pass out the blankets, please?”
  - “Do you have a dog?”
  - “What is that?”
  - “Where is Chuy?”

### Developing



Understands more complex words and phrases\* in conversations, stories, and learning activities

\*Includes words that tell location, color, body parts, noun and adjective combinations, and basic grammatical units

Examples:

-Responds appropriately to statements, questions, or requests that include more complex words and phrases, such as:

“Please go and sit next to Juana.”

“Please get a blue car.”

“Raise your arms up high.”

“Where are the big paint brushes?”

-Responds appropriately to adult statements that include basic grammatical units, such as, plurals, pronouns, contractions (he’d; we’ll), possessives (Helen’s), past and future verb tense (moved; will move).

### Building



Understands language that refers to imaginary, past, or future events

Examples:

-During a classroom activity about what grown-ups do, communicates ideas about what he or she might want to do as an adult, such as driving, working, etc.

-When an adult is reading “The Very Hungry Caterpillar” and asks what might happen next in the story, says, “The caterpillar will eat more.” -Understands that a field trip planned for next week is going to happen in the future.

-Responds to requests to describe events that happened in the recent past, such as, “Tell Mary about the trip we had to the zoo last week.”

### Integrating



Understands language that describes how and why things happen

Examples:

-Responds to open-ended questions requiring elaboration or explanation, such as:

“Why did Tiny Tim get sick?”

“Do you think it was OK for Goldilocks to go in the three bears’ house like that? Why?”

“How do plants grow out of seeds?”

“How do firefighters help people when there is a fire?”

“What would happen if...?”

-Follows and participates in discussions about situations she never experienced directly, such as how caterpillars become butterflies.

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

3. Is the child emerging to the next level?

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

Desired Result 1: Children are personally and socially competent

Indicator: LANG — Preschoolers show growing abilities in communication and language

Measure 13: Follows increasingly complex instructions

Definition: Child understands and responds to increasingly complex directions and requests

Mark the highest developmental level the child has mastered.

Exploring

Understands one- and two-step instructions and requests about familiar routines

( Not yet at first level)

Examples:

-Understands when an adult says:

“Let’s put the paints away. It’s clean-up time.”

“Please give Juan the crayon.”

“Please take off your jacket and put it in your cubby.”

“Let’s try it! Clap your hands and stomp your feet.”

“Please clean up the block area and sit on the rug.”

## Developing



Understands one- and two-step instructions and requests about unfamiliar or unrelated events

Examples:

-Understands when an adult says:

“Put the cards away and then bring me your leaf picture, please.”

“Please give the truck to Eli and then go get a book with dogs in it.”

-Follows simple instructions when learning a new game, such as:

“In this game, you tag one of the children in the circle and then run around the circle.”

## Building



Understands three-step instructions and requests that are part of a familiar routine

Examples:

-Understands when an adult says:

“Please go ahead and finish your painting, then wash your brush and hang up your picture.”

“Push your chair in and put away your book, and then please go wash your hands.”

“If you want to play trains with Celia, go get a train and ask her if you can put it on the track with hers.”

## Integrating



Understands three-step instructions and requests that are about a new or unfamiliar situation

Examples:

-Understands when an adult says:

“Fold your paper like this, open it up, and paint just in the middle part.”

“Please put some more chairs on the rug and make a chair circle, then put your book on one of the chairs.”

“You may go outside to play, but please find Jess first and give him this box.”

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

3. Is the child emerging to the next level?



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

Desired Result 1: Children are personally and socially competent

Indicator: LANG — Preschoolers show growing abilities in communication and language

Measure 14: Expresses self through language

Definition: Child uses language to communicate with increasingly complex words and sentences

Mark the highest developmental level the child has mastered.

### Exploring

Produces phrases and simple sentences that communicate basic ideas and needs

( Not yet at first level)

Examples:

-Produces simple, understandable phrases and sentences, such as:

“I want mommy.

“For you.”

“More crayons.”

“I like dogs.”

“Lila is sick.”

“Climb over.”

### Developing

Uses three- to five-word sentences that contain nouns, verbs, and recently learned vocabulary

Examples:

-Sentences at this level include ones that use:

Negative forms—“She won’t go,” or “This isn’t a butterfly.”

Linked nouns and adjectives—“I see a brown ball,” or “This is my green hat.”

Past tense (walked, went) and future tense (will walk) verbs.

Possessive pronouns (your, his) and articles (a, an, the).

Uses newly learned vocabulary in sentences and phrases—“That’s an engine,” or “He’s important.”

### Building

Uses words that are relatively precise and makes longer sentences by connecting shorter sentences

Examples:

-Produces longer, more complex sentences, such as:

“I went outside with Bobby, but he left.”

“Are those Lu’s crayons, or can I use them?”

”I brush my teeth every day, in the morning and before I go to bed.”

-Uses new vocabulary words and asks what words mean.

-Uses words for categories to name groups of objects, such as desserts, vegetables, or clothes.

### Integrating



Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict

Examples:

-Uses more complex language that may include:

Describing imaginary things—“Dragons don’t need bikes because they can fly. If a dragon wants to ride a bike, it needs a really big bike!”

Reasoning about events—“Maybe he was angry.”

Problem solving—“You can use this dark green marker or ask Sally if you can borrow the olive green one.”

Predicting—“If we finish early then we will have more time to play outside.”

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

3. Is the child emerging to the next level?



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

Desired Result 1: Children are personally and socially competent

Indicator: LANG — Preschoolers show growing abilities in communication and language

Measure 15: Uses language in conversation

Definition: Child engages in increasingly extended conversations following the appropriate social use of language

Mark the highest developmental level the child has mastered.

### Exploring



Communicates with others, using language for basic purposes, such as requesting, refusing, describing, and answering

questions

(○ Not yet at first level)

Examples:

-Uses language to:

Make simple requests—"I want more juice."

Refuse—"I don't want that."

Describe things—"It has a long tail," or "That is funny."

Ask simple questions—"Can I have a ball?"

Answer simple questions—"It's in the box."

Developing

○

Has short conversations.

Examples:

-Engages in short conversations such as:

Andre: "That's my ball."

Jordan: "I want that one."

Andre: "The blue one is mine."

Jordan: "Well, I'll play with this green one."

Child: "I made a picture."

Adult: "I like it."

Child: "That's my mom and that's my sister."

Adult: "What did you do over the weekend?"

Child: "I went to Susie's house."

Adult: "What did you do there?"

Child: "We played in the sprinkler."

Building

○

Has extended conversations about real or imaginary experiences

Examples:

-Engages in longer conversations, sharing experiences, such as:

Child: "I am getting a pretend vacuum cleaner."

Adult: "From your dad?"

Child: "No, I am going with my aunt Joyce."

Adult: "Is she visiting you?"

Child: "She's staying until my birthday."

Jose: "I am making cake."

Karl: "Is it chocolate?"

Jose: "Yes, and marshmallow."

Karl: "Can I taste it?"

Jose: "No, it's not ready."}

Child: "I'm a bunny!"

Adult: "Why are you a bunny?"

Child: "Because I have long ears and a fluffy tail."

Adult: "Oh yes, I see."

Child: "...and I'm eating a carrot."

### Integrating



Has extended conversations that build on emotions, ideas, and information shared with the other person

Examples:

-Engages in extended conversations, clearly sharing own thoughts, such as:

Child: "I want to make a picture for my grandmother."

Adult: "Is it her birthday?"

Child: "No, she is just coming tomorrow, and I want to make a surprise."

Adult: "What do you want to draw?"

Child: "I want to draw me and my dog. His name is Chocolate, because he's all brown."

-Picks up on a topic or information introduced by the other. For example:

Fernanda: "Yesterday I got my brother's bike, because he is too big for it."

Lucy: "My sister is too big for her bike too." Conversation continues.

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: LRN — Preschoolers show interest, motivation, and persistence in their approaches to learning

Measure 16: Curiosity and initiative

Definition: Child pursues knowledge or understanding of new materials or activities

Mark the highest developmental level the child has mastered.

Exploring

Shows interest in new materials or activities by intently watching others and/or handling the materials

( Not yet at first level)

Examples:

- Watches adult pick up paper clips with the magnetic wand.
- Looks at or picks up new materials in the science or art area.
- Watches an adult and peers building a road in the wet sand.
- Plays with paint using hands and brushes.

Developing

Actively engages with new materials or activities by asking questions and performing simple investigations

Examples:

- Asks how to use the magnetic wand—“What do you do with that?”
- Squeezes glue bottle and watches glue come out.
- Pours water into sand and watches how much water a hole will hold.
- Pours water from a pitcher while putting her hand over spout.

Building

Uses a variety of strategies to learn more about objects or activities of interest

Examples:

- Uses magnetic wand to pick up different objects around the room.
- Looks at child building something, then tries to build the same.
- Asks questions about how to play a simple new board game and tries to play.
- Goes to a science table and examines a prism to figure out how it makes the light change.
- Uses a magnifying glass to look at a caterpillar.

## Integrating



Puts materials or objects together in new and inventive ways to learn what will result or to create something

Examples:

- Combines bristle blocks with LEGOS to make a structure.
- After watching other children make a road in the sand with the shovels, tries to make a road using his hands or blocks.
- Mixes different color combinations, like blue and yellow or red and blue.
- On own initiative, gathers materials and makes a duck puppet using yellow paper, scissors, wooden sticks, and glue. Says, "See teacher Maria, I made my puppet."

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: LRN — Preschoolers show interest, motivation, and persistence in their approaches to learning

Measure 17: Engagement and persistence

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

Mark the highest developmental level the child has mastered.

## Exploring



Continues self-selected activities on own for a while, but needs help and reminders to keep doing activities requested by another person

( Not yet at first level)

Examples:

- Strings large beads, removes them from the string, and then strings them again.
- Builds a structure from blocks by himself.
- Needs adult encouragement to finish putting paints away.
- Joins others making paper fans. When he has difficulty folding paper he stops and says, "I can't do it. I'm tired." With teacher's prompting, continues, and is able to make a fan.

## Developing



Continues self-selected activities on own even in a distracting environment

Examples:

- Completes a puzzle even though another child has started to play with a noisy toy nearby.
- Continues to look intently at a bug, even though other children are riding trikes around him or her.
- Looks at a book or listens to a story on headphones from beginning to end.

## Building



Usually works through difficulties encountered in activities

Examples:

- Works at completing a challenging puzzle, even if having trouble finding the right pieces.
- Rebuilds house made out of sticks when it tumbles.
- Persists at trying to trace her hand, even though it is hard to keep her fingers still.

## Integrating



Returns to challenging or multi-step activities

Examples:

- Works over a number of days on adding to a structure he is building in the block area.
- For several days, attempts to pour water into a bottle at the water table until he or she is successful.
- Tries each day to climb higher on the climbing structure until he or she can climb to the top.
- Cuts out hearts to glue to a card, redoing it until he is satisfied with the result.
- Folds her paper, staples it, uses tape, and writes on the folded part. Asks adult how to write "Happy Birthday" and copies it.

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: COG — Preschoolers show cognitive competence and problem-solving skills through play and daily activities

## Measure 18: Memory and knowledge

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

Mark the highest developmental level the child has mastered.

### Exploring

Remembers a few key features of familiar objects and routines

( Not yet at first level)

Examples:

-Without being told:

Sits down for afternoon snack after free play time.

Removes the cap from a marker and places it on the back of the marker.

Opens a milk carton and inserts a straw.

Puts on a paint smock before starting to paint.

### Developing

Communicates memories about an unfamiliar event that happened earlier that day

Examples:

-Describes a funny thing his dog did in the morning.

-Describes a special snack the class prepared that day to his or her parent.

-Comments about a detail in a book he points to—"That's the one with the dog."

-Tells about a fire truck he or she saw on the way to school.

### Building

Communicates memories about an unfamiliar event that happened on a previous day

Examples:

-Describes or draws a picture of a family celebration that happened the day before.

-Describes a trip to the zoo.

-Remembers that a firefighter came and talked to the class.

-Answers a question such as, "What did we do yesterday that was different?"

## Integrating



Communicates memories about a sequence of related events that happened in the past

Examples:

- Tells his friend how he planted beans that just sprouted, "We put the beans in some water, and the next morning we put them in this cup of dirt. I watered them every day, and took the cup outside in the sun so the plants could grow."
- Retells a story by relating the main events in sequence, "When Jack sold the cow and then planted the beans, the beans grew right up into the sky."
- Acts out a scenario of "The Three Bears" in the dramatic play area.

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: COG — Preschoolers show cognitive competence and problem-solving skills through play and daily activities

Measure 19: Cause and effect

Definition: Child shows increasing understanding of cause and effect relations

Mark the highest developmental level the child has mastered.

## Exploring



Tries out actions to see what will happen

( Not yet at first level)

Examples:

- Mixes different primary colors together to see what happens.
- Blows into a straw to make bubbles in water.
- Pours water on a waterwheel at the water table.
- Lifts tube to make a ball roll out of the end.
- Puts objects in water to see what sinks or floats.

## Developing



Anticipates that a routine action will have a specific result

Examples:

- Knows to turn the handle on the water fountain to get a drink.
- Flips the light switch on when an adult says the room seems dark.
- Walks slowly to the sandbox with cup of water to avoid spilling.

## Building



Shows understanding of familiar cause and effect through language or action

Examples:

- “I figured out how to get pink—we mix red and white.”
- After mixing paints and getting different colors, mixes differently colored play dough to get the same effect.
- Sees a balloon getting blown up and covers his ears in anticipation of a pop.
- “When I spin around fast, I get dizzy.”

## Integrating



Explains or predicts the result of a familiar action—will not always be accurate, but will be reasonable

Examples:

- Sees a dark cloud in a picture book and comments that it will rain.
- “If we put the ice cube in the sun, it will melt and make water because the sun is hot.”
- Says that her tower fell over “because it was too high.”
- “If you have your shoe laces untied, you will trip.”
- Says, “If I let go of my paper outside, it will fly away because it is windy.”

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: COG — Preschoolers show cognitive competence and problem-solving skills through play and daily activities

## Measure 20: Engages in problem solving

Definition: Child shows increasing ability to reason logically or use strategies to solve challenging problems

Mark the highest developmental level the child has mastered.

### Exploring

Tries to solve simple problems, including using trial and error

( Not yet at first level)

Examples:

- Tries different ways to get a ball that has rolled under the sofa.
- Tries a square and a rectangle before finding the triangle to fit in a shape sorter.
- Turns a puzzle piece to get it to fit in a wooden puzzle.
- Tries to put on his or her coat by laying the coat down first then putting one hand in a sleeve.

### Developing

Tries a strategy he or she saw someone else use to help solve a problem

Examples:

- Imitates another child building a bridge with long blocks.
- Watches another child dig out a toy in the sandbox using a stick, instead of a shovel, and then tries that on his own.
- After watching an adult, uses a block to retrieve a wedged toy.
- After watching another child, pushes a wagon that is too difficult to pull.
- During mealtime, tries to open the milk container by pushing the way teachers do.

### Building

Uses familiar objects or actions in a deliberate way to solve problems

Examples:

- When building a bridge, first takes one long block and puts it across two other blocks to see if the size is right before continuing to build.
- Uses a block as a doorstep when the classroom doorstep disappears.
- When the telephone in the playhouse is missing, uses a curved block as a pretend phone.
- When an unfamiliar toy stops working, looks to see if batteries are missing.

## Integrating

Tries out a set of actions to develop a strategy for solving problems

Examples:

- When building a bridge with unit blocks, runs out of the same size blocks, looks for alternative materials and continues building with them.
- Starts building a tower with a plan in mind even if it doesn't work—for example, puts the tallest block first, then tries again with the biggest block on the bottom.
- When a ball gets stuck in a tree, comes up with several ideas of how to get it down.
- Looks at a picture to figure out how to build something.

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

3. Is the child emerging to the next level?

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

Desired Result 2: Children are effective learners

Indicator: COG — Preschoolers show cognitive competence and problem-solving skills through play and daily activities

Measure 21: Socio-dramatic play

Definition: Child learns to play with others using organized role-playing and symbolic play

Mark the highest developmental level the child has mastered.

## Exploring

Engages in brief pretend play on own

( Not yet at first level)

Examples:

- Sits in a box or on a chair and pretends to drive.
- At the sandbox, pretends to make a cake by mixing sand and water in a pail.
- Uses plastic banana as telephone and pretends to call Grandma.

## Developing

Engages in brief pretend play with a peer, sharing materials or ideas

Examples:

- Sits in box and says to another child, "I'm driving the bus to take kids to school."
- Pretends to pour milk into cups and gives a cup to a peer.
- Stirs with a spoon in a bowl, pretends to taste, and says to a child who is also cooking, "It's not ready yet."
- Pretends to be a gas station attendant and pumps gas for trikes.

Building

Takes a role in a play situation with other children, but without planning the role or the pretend play

Examples:

- Joins in when he sees two children pretending to drive a bus, but does not talk to them about what role he will play.
- In a dinnertime dramatic play sequence with peers, plays the parent or child having dinner at the small table.
- In a 'visit to the doctor' dramatic play sequence, plays the doctor using the stethoscope and placing bandages on another child.
- Plays superhero game, rescuing another child.

Integrating

Takes a role in a play situation with other children where they have agreed on roles and how they will pretend play

Examples:

- Plays school bus, with one child playing the driver, another playing the child, and another the mommy helping her child.
- In block area, children create a zoo and assign roles such as zookeeper, cage cleaners, tour guide/bus driver, and bird keeper.
- Plays school with other children and assigns roles—"I'll be the teacher, you be the calendar helper, and you be the snack helper."

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

3. Is the child emerging to the next level?

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

Desired Result 2: Children are effective learners

Indicator: MATH — Preschoolers demonstrate competence in real-life mathematical concepts

Measure 22: Number sense: Understands quantity and counting

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

Mark the highest developmental level the child has mastered.

### Exploring

Uses numbers up to three to describe quantities without counting

( Not yet at first level)

Examples:

-“I only have one cookie. I want two.”

-“I see three dogs.”

-Brings two cups to the sand table when adult asks for them.

### Developing

Correctly recites numbers in order up to five

Examples:

-Recites the numbers 1 to 5 correctly.

### Building

Counts at least five objects correctly, without counting an object more than once

Examples:

-Counts five bears in a storybook, “1, 2, 3, 4, 5—there are five bears.”

-Brings the correct number of plates when an adult asks for six more plates for the snack table.

-When playing a board game with dice, rolls five, then counts five spaces while advancing her game piece.

### Integrating

Counts at least ten objects correctly

Examples:

-Paints a picture of ten flowers, then counts the flowers and correctly indicates how many there are.

-Counts objects up to 13 during small group time, “I have 13 bears.”

-During small group for math, wants to see how many children are in the group, and counts eleven children correctly.

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

3. Is the child emerging to the next level?

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

Desired Result 2: Children are effective learners

Indicator: MATH — Preschoolers demonstrate competence in real-life mathematical concepts

Measure 23: Number sense: Math operations

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

Mark the highest developmental level the child has mastered.

Exploring

Demonstrates that items can be grouped and counted

( Not yet at first level)

Examples:

-When there is a group of six cups and two cups, can point to the larger group.

-Takes farm animals and places horses together and counts, though may not count accurately.

Developing

When two groups are different by a large amount, correctly says one group has more objects than the other

Examples:

-When there is a group of ten cups and two cups, points to group of ten cups and says, "There are more cups here."

-When setting the table, recognizes that more plates are needed.

-"There are more kids on that team!"

Building

Adds or takes away objects to solve everyday problems with groups of at least three objects

Examples:

-When setting the table for snack, puts out three cups, then says, "Oh, there are only two kids," and takes one cup away.

- When asked to take away one car from a block structure, child removes a car and says, "Hey, now there are only two cars."
- Adds one counting bear to her group of two when adult says, "You need to have three bears."

### Integrating

Does simple addition and subtraction problems with groups of up to five objects

Examples:

- Brings over two more cups to a group of two and says that there are four cups.
- Takes five goldfish for a snack, eats two, and says, "I have three left."
- Has two blocks and gets three more. Says, "I have five blocks."

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

3. Is the child emerging to the next level?

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

Desired Result 2: Children are effective learners

Indicator: MATH — Preschoolers demonstrate competence in real-life mathematical concepts

Measure 24: Shapes

Definition: Child shows increasing knowledge of shapes and their characteristics

Mark the highest developmental level the child has mastered.

### Exploring

Recognizes differences among shapes without naming them

( Not yet at first level)

Examples:

- Puts a circle-shaped puzzle piece into the correct hole.
- Places shapes in variety of form boards/simple puzzles.
- Picks out circles from a set that contains circles, squares, and triangles.

## Developing



Correctly names at least two shapes (circles, squares, triangles)

Examples:

-“The clock is a circle.”

-“My sandwich is a square.”

-Points to a plate and indicates that it is the same shape as a circle.

## Building



Recognizes shapes when they are presented in new orientation or as parts of other objects

Examples:

-Identifies triangles even though some have equal sides, some have longer sides, and some are pointed downward.

-Identifies that the wheels of a car are circles and the windows are squares.

-Shows another child that he or she can put two triangles together to make a diamond shape.

-Turns and flips shapes to correct orientation to complete simple pattern block or Tangram puzzles.

## Integrating



Describes characteristics and differences of several shapes

Examples:

-Looking at a circle and a triangle, says, “This one has a pointy part and it’s big; this one is curvy, but it’s little.”

-Says, “A triangle has three sides; a square has four sides.”

-Describing the difference between a circle and an oval, says, “An oval looks like an egg.”

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: MATH — Preschoolers demonstrate competence in real-life mathematical concepts

Measure 25: Time

Definition: Child understands and uses time-related vocabulary for routine actions, sequences, and durations of events

Mark the highest developmental level the child has mastered.

### Exploring

Shows initial understanding of order of events over time

( Not yet at first level)

Examples:

- Says, "Mommy will come after we eat lunch."
- Indicates that outdoor time comes after circle time.
- During pretend play, puts something in oven, checks to see if it is ready, and then takes it out.
- On arriving at school, puts lunch in cubby and goes to teacher to get a nametag.

### Developing

Knows that events can be in the past or future

Examples:

- Refers to something that happened in the recent past, such as, "My mom just got back from a trip."
- Refers to an upcoming visit from Grandma, saying, "My grandma is coming from Japan."
- Talks about an event that happened a week ago, but says it happened yesterday.
- When child's friend refers to his birthday, says, "I had my birthday already."

### Building

Indicates time of past, present, and future events

Examples:

- On Friday, says, "Tomorrow there is no school."
  - "Today I'm going to Simon's birthday party."
  - "Yesterday I was sick."
- Points to the next day on calendar when an adult asks if his birthday is soon.

### Integrating

Connects some events with specific times

Examples:

- Says, "My mom visits Grandma for lunch on Saturdays."
- Knows the month of his or her birthday.
- “We don’t come to preschool on Saturday.”
- “I have soccer practice at four.”

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

3. Is the child emerging to the next level?

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

Desired Result 2: Children are effective learners

Indicator: MATH — Preschoolers demonstrate competence in real-life mathematical concepts

Measure 26: Classification

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

Mark the highest developmental level the child has mastered.

Exploring

Recognizes when two things are the same

( Not yet at first level)

Examples:

- Puts two circle tiles together.
- Puts self into the same category as other people—“We are both girls.”
- “We both have red backpacks.”

Developing

Sorts objects into three or more different groups

Examples:

- Puts the big, medium, and small tiles together.
- During clean up, puts red, green, and yellow apples in different baskets.
- When cleaning up, puts away pencils, crayons, and markers into different baskets.

## Building



Sorts objects by different attributes (size, shape, or color), but not at the same time

Examples:

- Separates tiles into circles and squares, regroups the tiles, and then separates them into red and blue.
- Helps make a class chart of the numbers of boys and girls. Then helps make another chart showing the numbers of children with brown eyes and blue eyes.
- Sorts buttons by color alone, regroups the buttons, and then sorts again by shape or size or number of holes.

## Integrating



Sorts objects by two attributes at the same time

Examples:

- Separates tiles into four groups—blue circles, blue squares, red circles, and red squares.
- Removes spoons, forks, and knives from the play kitchen, and sorts utensils into groups—big spoons, small spoons, big forks, small forks.
- Helps make a class chart of the number of boys with brown eyes, girls with brown eyes, boys with blue eyes, and girls with blue eyes.

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: MATH — Preschoolers demonstrate competence in real-life mathematical concepts

Measure 27: Measurement

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

Mark the highest developmental level the child has mastered.

## Exploring



Understands or uses words that describe some measurable property such as size, length, weight, or capacity (big or little)

(○ Not yet at first level)

Examples:

-“This pumpkin is SO heavy.”

-“My grandma lives far away.”

-“I’m thirsty. I want a big glass of water.”

-Gestures to indicate how big an object is.

-When asked to, brings the shovel with the long handle to the sand area.

## Developing



Understands or uses words that compare size, length, weight, or capacity of objects (bigger or smaller)

Examples:

-Looks at two girls and identifies the one who has the longer hair.

-Says, “I’m taller than my friend Juan.”

-Hands a friend a large block when he says, “We need a bigger one for the bridge.”

## Building



Tries to measure using tools (standard or nonstandard)

Examples:

-Asks teacher to mark his “tall tape” on the wall to see if he’s taller today.

-Tries to use hands or a stick to measure the length of a block tower.

-Uses a measuring tape to measure how long a large beetle is.

-Tries to use a scale to see how heavy a pinecone is.

-Fills the measuring cup twice to get two cups during a cooking activity.

## Integrating



Describes and compares using standard or nonstandard measures

Examples:

-Measures a long block by putting smaller blocks along the edge and explains to another child, “The big block is the same as three small blocks.”

-Puts a pinecone on one side of the scale and a block on the other side and indicates that one is heavier than the other.

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

3. Is the child emerging to the next level?

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

Desired Result 2: Children are effective learners

Indicator: MATH — Preschoolers demonstrate competence in real-life mathematical concepts

Measure 28: Patterning

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

Mark the highest developmental level the child has mastered.

Exploring

Recognizes or identifies simple patterns created by others\*\*Simple patterns are in the form ABAB, such as red-blue, red-blue

( Not yet at first level)

Examples:

-Says, "This is red and blue and red and blue."

-Recognizes a simple repeating pattern like colored stripes on a friend's shirt.

-Sings, moves, or claps through part of a pattern song.

Developing

Builds or copies simple patterns

Examples:

-Uses objects like blocks, beads, or toys to form a repeating pattern.

-Participates in a clapping song with repetitive clapping patterns.

-Puts toy animals in a pattern (duck-cow, duck-cow).

-Lines up LEGOS and says, "Look, red, yellow, red, yellow."

## Building



Builds or copies a pattern using different objects

Examples:

- Creates red-red-blue-blue, red-red-blue-blue pattern with colored blocks on his own.
- Using a variety of objects (animals, vehicles, blocks, house-keeping toys, etc.), creates or extends a simple pattern on his own.

## Integrating



Creates or extends a more complex pattern (more than two repeating elements)

Examples:

- Uses colored cubes to make red-white-blue, red-white-blue pattern.
- Strings beads on a necklace in a red-blue-purple, red-blue-purple sequence.
- Continues a clap-clap-stomp pattern with clap-clap-stomp.
- Creates own variation of the head, shoulders, knees, and toes pattern.

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: LIT — Preschoolers demonstrate emerging literacy skills

Measure 29: Interest in literacy

Definition: Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities

Mark the highest developmental level the child has mastered.

## Exploring



Participates in literacy activities

( Not yet at first level)

Examples:

- Listens to or looks at simple storybooks from beginning to end.
- Participates in singing familiar songs and rhymes.
- Draws a picture and presents it to the class during circle time.

### Developing



Seeks out and engages in a variety of group and individual literacy activities

Examples:

- Given the opportunity, spends time in the book area.
- Has one or more favorite storybooks and pretends to read them to self and others.
- Listens attentively to a story and asks questions or makes comments about specific events or characters in the books, such as, “Why is the boy sad?” or “That dog is silly.”
- Shows an interest in print in books and the environment. For example, asks, “What’s that say?”
- Runs to the rug when she sees the teacher approaching with books.

### Building



Initiates and listens to reading materials and links content to own experiences

Examples:

- During a book sharing that involves discussion about pets, says that he has a dog with spots, too.
- Requests that adult reads a book about butterflies to her, and then points to a butterfly when the class goes on a nature walk.
- Requests that adults sing specific songs or play specific rhyming games that his family does at home.
- Listens to a range of reading materials, including fiction or nonfiction (fairy tales as well as stories about real people and books on science) and relates these stories to her own experiences.

### Integrating



Participates in reading activities, including discussions that relate the story to the outside world and predicts what will happen next in the story

Examples:

- Compares the content of stories—“This story is not as funny as the one you read yesterday,” or “Diesel 10 was naughty in the other book, too.”
- After a book is read, participates in a discussion about the story or acts out the story in a dramatic activity (role play) or a song activity (making up words to a song that go with the story).} After a book about plants is read, predicts what will happen to a seed when it is planted in the ground.

2. Record evidence for this rating here. (Use back for more space.)  
3. Is the child emerging to the next level?

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

Desired Result 2: Children are effective learners

Indicator: LIT — Preschoolers demonstrate emerging literacy skills

Measure 30: Letter and word knowledge

Definition: Child shows increasing awareness of symbols, letters, and words in the environment and their relationship to sound

Mark the highest developmental level the child has mastered.

Exploring

Recognizes simple symbols (numbers, letters, logos) in the environment

( Not yet at first level)

Examples:

- Identifies one letter from an array of letters or numbers in the environment (although may not be correct.)} Points to a letter and asks, "What's that letter?"
- Recognizes a logo for a known store or restaurant chain.

Developing

Knows some letters by sight and by name, or recognizes own name in print

Examples:

- Identifies first letter of own name. Kayla says, "That's a K like my K."
- Correctly names some letters in storybooks, artwork or logos, puzzles, or other presentations (alphabet poster).
- Recognizes some letters of the alphabet and can identify them from among an array (finds the letter L on an alphabet puzzle).
- Knows several or all of the letters in her name by sight and by name.
- Differentiates own written name from other names in familiar environments, such as labels on cubbies or chairs.

## Building



Knows ten or more letters by sight and by name, and understands that letters make up words and have corresponding sounds

Examples:

- Identifies, by sight and name, at least ten letters (such as letters on the title page of a book or on a cereal box).
- Identifies own name without having any environmental clues—for example, sees his name in a book and says, “It says Tom, that’s my name!”).
- Shows some awareness of the relationship between letters and sounds—“M goes /m/.”

## Integrating



Knows most of the letters by sight and by name, and recognizes some familiar whole written words

Examples:

- Names most of the alphabet letters in various literacy activities, such as while reading an alphabet book.
- Recognizes similarities between two written words—“Hey, those both start with a B!”
- Has a beginning repertoire of a sight word vocabulary containing common words (stop, go, exit, dog, cat, names of other children).

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: LIT — Preschoolers demonstrate emerging literacy skills

Measure 31: Emerging writing

Definition: Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning

Mark the highest developmental level the child has mastered.

## Exploring



Makes scribble-pictures to represent people, things, or events

(○ Not yet at first level)

Examples:

- Produces different marks to represent different objects or events (circles, scribbles).
- Draws a picture and says, "This is my brother."
- Uses crayons, pencils, markers, and paints to draw and to write.

Developing

○

Makes letter-like symbols as pretend writing to represent ideas, and attributes meaning to writing

Examples:

- Writes own name on a drawing using scribbles, random symbols, or letter-like marks.
- Dictates writing to an adult (draws a picture and asks adult to label it; makes a card and tells adult what to write on it).
- Attributes meaning to what one writes—points to a scribble and says, "This says 'Mommy'."

Building

○

Writes own name with some letters formed correctly

Examples:

- Writes own name on a picture with several letters correctly formed.
- Pretends to write a letter to her mommy and signs it with her name.

Integrating

○

Writes own name and simple words (mostly using correct letters)

Examples:

- Accurately writes his name on things he has made.
- Writes some familiar words in their drawing, such as 'stop' on a stop sign.
- Writes some simple words spelled correctly (e.g., cat, stop, mom, I, go).
- Produces some writing and spelling through imitation (writes 'DOG' by looking at a poster and copying the word).
- Asks how to spell some words and for help with writing these words.

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

3. Is the child emerging to the next level?

○

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

Desired Result 2: Children are effective learners

Indicator: LIT — Preschoolers demonstrate emerging literacy skills

Measure 32: Concepts of print

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

Mark the highest developmental level the child has mastered.

Exploring

Understands the way books are handled and organized

( Not yet at first level)

Examples:

- Handles books following customary conventions (right-side up, turns pages from front to back).
- During reading interactions with adults, helps to turn pages.
- Participates actively with special book features, such as flaps for lifting or buttons for pushing to make noises.
- Starts reading a book on the first page.

Developing

Understands the role of print in telling a story, and uses printed materials to pretend to read

Examples:

- Holds book appropriately and pretends to read to others (people or toys), turning the pages as if reading a story.
- When looking at books, differentiates between the role of print and the role of pictures, for example:

Points to print and says, "I'm reading."

Pointing to the words near a picture of a bunny and says, "That says 'bunny'."

Points to print and says, "What's that say?"

Building

Understands that print is organized into units, such as words, and knows some vocabulary that describes print

Examples:

- When reading a story with an adult, pretends to track words moving finger from left to right and top to bottom.
- Points to familiar words when an adult reads them a familiar book with big font. For example, when adult reads "Bear Goes to the Zoo," points to familiar words 'bear' and 'zoo.'

- Can point to a specific word after an adult says it out loud—points to the word ‘cat’ when adult asks, “Where does it say cat?”
- Uses words that talk about print, including how it works and what it is used for (read, write, spell, letter, word).

### Integrating



Understands how print is used in various ways in books, and understands the organization and purposes of different print materials

Examples:

- Uses many different types of printed material appropriately (looks at a menu and pretends to order food, follows directions on signs).
- Pretends to read familiar books aloud while pointing to the words one by one going from left to right and top to bottom (although may get off track).

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

3. Is the child emerging to the next level?



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

Desired Result 2: Children are effective learners

Indicator: LIT — Preschoolers demonstrate emerging literacy skills

Measure 33: Phonological awareness

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

Mark the highest developmental level the child has mastered.

### Exploring



Engages in play with sounds in words and songs

( Not yet at first level)

Examples:

- Pays attention to songs and rhymes (claps, stomps, or sings to nursery rhymes).
- Repeats the order of two or three sounds in the environment (repeats a pattern of two claps followed by one stomp).

## Developing



Shows awareness of words and syllables as units of sound

Examples:

- Claps out each word in “I am Matt” in a name game in the classroom.
- In a group activity, follows along when asked to clap the syllables in “e-le-phant.”

## Building



Shows awareness of rhymes and sounds at the beginning of words

Examples:

- Thinks of words that rhyme with “cat,” such as “bat” and “hat.”
- When an adult asks, “What does the mouse see that starts with the /k/ sound?” says, “Cookie.”
- Says, “Cat and car sound alike at the beginning.”
- Raises her hand when asked, “Whose name starts with the /t/ sound?”

## Integrating



Blends and segments parts of words

Examples:

- Blends two or more syllables into multisyllabic words, such as pic-nic to make picnic, di-no-saur to make dinosaur.
- Blends sounds together to form words, such as m+ at or m + a + t to make “mat.”
- Segments syllables from words, such as removing “ball” from “baseball” to get “base.”

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

3. Is the child emerging to the next level?



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

Desired Result 3: Children show physical and motor competence

Indicator: MOT — Preschoolers demonstrate an increased proficiency in motor skills

Measure 34: Gross motor movement

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

Mark the highest developmental level the child has mastered.

### Exploring



Makes basic movements with confidence and ease

( Not yet at first level)

Examples:

- Moves body in response to music.
- Runs smoothly.
- Walks backwards smoothly.
- Jumps forward on two feet.
- Walks up steps one step at a time, putting both feet on each step.

### Developing



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

Examples:

- Follows movement prompts in a song.
- Attempts to throw a ball to another child.
- Climbs stairs with alternating feet.

### Building



Uses complex movement skills in active play

Examples:

- Dances using steps in a simple routine.
- Travels and changes direction quickly.
- Climbs on a jungle gym.

### Integrating



Participates in extended or integrated physical activities

Examples:

- Creates own dance steps to music.

- Participates in active play sequences that combine running, jumping, throwing, catching, kicking, etc.
- Throws a ball to another child with some accuracy or while doing something else.
- Throws a Frisbee.

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

3. Is the child emerging to the next level?

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

Desired Result 3: Children show physical and motor competence

Indicator: MOT — Preschoolers demonstrate an increased proficiency in motor skills

Measure 35: Fine motor skills

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

Mark the highest developmental level the child has mastered.

Exploring

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

( Not yet at first level)

Examples:

- Unbuttons a large button.
- Turns two knobs at the same time on an activity box.
- Strings large beads.
- Tears paper into smaller pieces.
- Uses two hands to pour from a pitcher into a cup held by a caregiver.

Developing

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

Examples:

- Cuts play dough with one hand while holding in place with the other hand.

- Uses scissors to cut paper into smaller pieces.
- Positions large blocks using both hands.
- Using both hands, pours water from one container to another on own.
- Drives nails and pegs with a hammer.

### Building



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

Examples:

- Hits intended keys on a computer keyboard.
- Strings small beads.
- Balances small blocks in a tower, or connects LEGO blocks.
- Holds crayon with fingers instead of fist.

### Integrating



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

Examples:

- Uses scissors to cut out an object.
- Attempts to copy letters or simple shapes such as circles, plus signs, or stick figures.
- Uses computer keyboard and mouse with accuracy.
- Uses an eyedropper to transfer liquid from one container to another.

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

3. Is the child emerging to the next level?



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

Desired Result 3: Children show physical and motor competence

Indicator: MOT — Preschoolers demonstrate an increased proficiency in motor skills

Measure 36: Balance

Definition: Child refines the ability to balance self in space

Mark the highest developmental level the child has mastered.

### Exploring

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

( Not yet at first level)

Examples:

-Walks on tiptoes.

-Kicks a ball.

-Carries a large stuffed animal across the room.

### Developing

Balances without support

Examples:

-Balances on one foot without support for a few seconds.

-Briefly stands on one foot while putting the other foot through a pant leg.

-Walks on a line without stepping off the line.

### Building

Maintains balance while moving

Examples:

-Hops on one foot for a few hops.

-Runs and jumps over small objects.

-Changes direction when running.

### Integrating

Coordinates multiple movements involving balance

Examples:

-Runs and kicks a ball.

-Holds a ping-pong ball on a spoon while walking.

-Walks on a low wall or low balance beam.

- Balances a bean bag on his or her head.
- Hops on one foot, five or more times.

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

3. Is the child 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 — Preschoolers show an emerging awareness and practice of safe and healthy behavior

Measure 37: Personal care routines

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

Mark the highest developmental level the child has mastered.

Exploring

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

( Not yet at first level)

Examples:

- Blows nose when an adult holds the tissue.
- Holds her hands under water and rubs her hands together when an adult turns the water on.
- Allows an adult to put a sweater on her.

Developing

Follows through on personal cleanliness, with some reminders

Examples:

- Takes a tissue and blows his nose into the tissue when reminded.
- Washes hands on her own when requested by an adult.
- Tries to wash paint off his arm.

## Building

Takes care of personal cleanliness on his own

Examples:

- Uses a tissue when needed without being reminded.
- Washes hands without a reminder before eating and after toileting.
- Puts a sweater on without a reminder when going out to play in cold weather.

## Integrating

Shows an understanding of why personal cleanliness is important

Examples:

- Says, "Tissues stop germs."
- Reminds other children to wash their hands so that they don't get sick or get others sick.
- Says, "Don't put the apple sauce spoon in your mouth!"

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

3. Is the child 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 — Preschoolers show an emerging awareness and practice of safe and healthy behavior

Measure 38: Personal safety

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

Mark the highest developmental level the child has mastered.

## Exploring

Cooperates when requested to follow simple safety rules

( Not yet at first level)

Examples:

- Looks to his teacher for instructions when he hears the fire alarm bell.
- When reminded, takes an adult's hand while crossing the street.
- Will move away from a bike trail when asked.
- Follows adult direction not to build her block tower too high.

### Developing



Usually follows simple safety rules on her own

Examples:

- Usually responds to the fire drill bell correctly.
- Leaves scissors at the table.
- Stops at the curb and doesn't step into the street.
- Usually is careful not to bump into other children or what they are making or playing with.
- Usually is careful on outdoor equipment.

### Building



Applies known safety rules in a variety of situations

Examples:

- Responds to fire drill bell correctly, even when not in his usual classroom.
- Remembers to walk when indoors.
- Refrains from sitting on tabletops, shelves, etc.

### Integrating



Communicates an understanding of safety rules to others

Examples:

- Tells other children to line up when he hears the fire alarm bell.
- While riding a trike, avoids bumping into others.
- Tells a child riding in the wrong direction to go the other way, so he won't crash.
- Reminds other children to stop at the curb.

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

3. Is the child 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 — Preschoolers show an emerging awareness and practice of safe and healthy behavior

Measure 39: Understanding healthy lifestyle

Definition: Child shows increasing independence in making healthy life choices

Mark the highest developmental level the child has mastered.

Exploring

Follows guidance given by adults about rest, health, food choices, and physical activity

( Not yet at first level)

Examples:

- When a spoon falls on the floor, follows an adult's suggestion to get a clean spoon.
- Participates in physical activity during a free playtime.
- When told it is rest time, lies on a mat.

Developing

Begins to communicate about and take care of own health needs (food and rest), with occasional reminders from an adult

Examples:

- Sometimes puts spoon aside if it has fallen on the floor, and sometimes needs guidance.
- Says, "I am hungry" when he or she wants to eat.
- When overheated, slows down physical activity when directed by an adult.

Building

Independently takes care of some basic needs like rest, healthy food choices, and physical activity

Examples:

- Asks for clean spoon if it falls on the floor.
- When tired, stops and plays a quieter game or rests before resuming activity.
- Says, "I'm tired. I want to rest now."

## Integrating



Communicates to others about making healthy choices

Examples:

- Suggests getting a clean spoon to a child who has dropped her spoon.
- Pretends to feed fruit or vegetables to a doll and tells the doll, "This is good for you."
- Runs and says, "I'm exercising."

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

3. Is the child emerging to the next level?



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

## **V. Child Development Division Instructions and Forms for the DRDP-R PS**

Preschool Instrument Age 3- Kindergarten

**A. Instructions**

**B. Information Page**

**C. Rating Record**

## **A. Instructions**

### **Desired Results Developmental Profile—Revised (DRDP-R) Instruction Page — Preschool Instrument (Age 3 to Kindergarten)**

#### **DRDP Instructions for Observers**

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

- You should be the teacher or staff member who most frequently interacts with the child.
- Complete the Information Page before you begin your observations.
- Use daily summaries, anecdotal records, notes from your recent observations, and samples of work to help you complete the DRDP.
- Complete within 60 calendar days of enrollment and every 6 months thereafter.
- Complete for every child who attends the program at least 10 hours or more, each week.

#### **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. Specify what languages are regularly spoken at this child's home.
11. Specify what languages you use when speaking with this child.
12. 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-R 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

**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 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.

## B. Information Page

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

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

**For the following questions, check all that apply:**

- |  | English                  | Spanish                  | Other (specify) |
|--|--------------------------|--------------------------|-----------------|
| 10. Child's home language(s)   | <input type="checkbox"/> | <input type="checkbox"/> | _____           |
| 11. What language(s) do you speak with this child?   | <input type="checkbox"/> | <input type="checkbox"/> | _____           |
| 12. If you do not speak the child's home language, did anyone assist you who does speak it?<br><input type="checkbox"/> Yes (role/relation) _____<br><input type="checkbox"/> No |                          |                          |                 |

### Additional Comments:

**Instructions:** Complete an information page for each child. Then make two copies. Use one for the initial assessment and one for the second assessment. Enter the date of the assessment on each page.

### C. Rating Record

#### Rating Record

#### Preschool

Child: \_\_\_\_\_ Observer: \_\_\_\_\_ Site: \_\_\_\_\_ Agency: \_\_\_\_\_ Date: \_\_\_\_\_

Record the ratings for the DRDP by marking the level for each measure. Mark EM if a child is emerging to the next level. Mark UR if you are unable to rate.

\* A child may be emerging to the next level by showing behaviors from the next developmental level, but they are not yet typical or consistent.

Levels: NY-Not Yet at First Level E-Emerging D-Developing B-Building I-Integrating EM-Emerging UR-Unable to Rate

Measure	DR1	NY	Developmental Level				EM*	UR
			E	D	B	I		
1. SELF1	Identity of Self							
2. SELF2	Recognition of own skills and accomplishments							
3. SOC1	Expressions of empathy							
4. SOC2	Building cooperative relationships with adults							
5. SOC3	Developing friendships							
6. SOC4	Building cooperative play with other children							
7. SOC5	Conflict negotiation							
8. SOC6	Awareness of diversity in self and others							
9. REG1	Impulse control							
10. REG2	Taking turns							
11. REG3	Shared use of space and materials							
12. LANG1	Comprehends meaning							
13. LANG2	Follows increasingly complex instructions							
14. LANG3	Expresses self through language							
15. LANG4	Uses language in conversation							

Measure		DR2	NY	Developmental Level				EM*	UR
				E	D	B	I		
16. LRN1		Curiosity and intitative							
18. COG1		Memory and knowledge							
19. COG2		Cause and effect							
20. COG3		Engages in problem solving							
21. COG4		Socio–dramatic play							
22. Math1		Number sense: understands quality and counting							
23. Math2		Number sense: math operations							
24. Math3		Shapes							
25. Math4		Time							
26. Math5		Classification							
27. Math6		Measurement							
28. Math7		Patterning							
29. LIT1		Interest in literacy							
29. LIT2		Letter and word knowledge							
29. LIT3		Emerging writing							
29. LIT4		Concepts of print							
29. LIT5		Phonological awareness							

Measure		DR3	NY	Developmental Level				EM*	UR
				E	D	B	I		
34. MOT1		Gross motor movement							
35. MOT2		Fine motor skills							
36. MOT3		Balance							

Measure		DR4	NY	Developmental Level				EM*	UR
				E	D	B	I		
37. SH1		Personal care routines							
38. SH2		Personal safety							
39. SH3		Understanding healthy lifestyle							

## **VI. Desired Results Developmental Profile - Revised Special Education Division Instructions and Forms**

Preschool Instrument Age 3 - Kindergarten

- A. Instructions
- B. Information Page
- C. Rating Record

## **A. Instructions**

### **Desired Results Developmental Profile-Revised (DRDP-R PS) Preschool for Children with IEPs Manual**

#### **Tools for Completing the DRDP-R**

The DRDP-R PS for Children with IEPs includes a set of three tools:

1. The “DRDP-R Preschool for Children with IEPs Manual” is the full version of the instrument. Each of the 39 Measures are presented with the Descriptors for the four levels running from left to right across the page. It also includes a set of detailed instructions, descriptions of seven adaptations, a demographic Information Page, and a Rating Record.
2. The “DRDP-R Preschool for Children with IEPs Rating Booklet” presents the 39 Measures as six to a page that is divided into two columns. This tool does not provide examples for the Descriptors.
3. The “DRDP-R Preschool for Children with IEPs Rating Record” presents all 39 Measures on one page. After each Measure name, a space is provided for you to enter the number that corresponds to the highest level the child has mastered for that Measure (0=Not yet, 1=Exploring, 2=Developing, 3=Building, 4=Integrating).

Please Note: Regardless of how you record your ratings, you are required to complete the one-page Rating Record and Information Page. The data from a child’s Rating Record and Information Page are entered into the web-based data reporting system, Special Education Desired Results System (SEDRS) or an individual SELPA’s Management Information System (MIS).

#### **Completing the Information Page**

##### **Childs Information**

1. Student ID. Write the student identification number issued by the District for reporting to CASEMIS.
2. Statewide Student Identifier. Write the 10-digit state-issued student identification number. Contact your District to obtain this number.
3. First Name (Legal). Write the child’s legal first name.
4. Last Name (Legal). Write the child’s legal last name.
5. Gender. Indicate whether the child is male or female.
6. Birth date. Write the child’s birth date as mm/dd/yyyy (e.g. 12/06/2002).

## Child's Language Information

7. Specify the language(s) regularly used in this child's home. Check up to three.
8. What language do you use with this child? Specify what language(s) you use when communicating with this child. Check up to three.
9. If you are not familiar with the child's home language, did someone who is familiar with the language assist you with completing the observation? Mark "yes" or "no."

## Child's Ethnicity

10. Specify the child's ethnic identification or background. Mark up to four.

## Child's Primary Disability

11. Specify the main disability contributing to the child's eligibility for special education and related services. If a child has multiple disabilities and if one of the disabilities is a low-incidence disability (Hard of Hearing, Deafness, Deaf-Blindness, Orthopedic Impairment, or Visual Impairment), the child may be identified using one of the low-incidence disabilities rather than under Multiple Disabilities.

## Child's Adaptation Information

12. **Adaptations.** Specify all of the adaptations that were used.

**AUGMENTATIVE OR ALTERNATIVE COMMUNICATION SYSTEM** Another system of communication may be used when spoken language cannot be used by the child. Examples include: sign language, picture cards, and electronic communication devices. It is important to observe the child's daily use of these systems. Assessors should observe all children using language in a natural context rather than a contrived, adult-directed interaction. Note: If American Sign Language is the child's primary language, it is now designated as the home language, and not an adaptation. If sign language is used as a bridge to learning verbal language, then it is considered to be an adaptation.

**ALTERNATIVE MODE FOR WRITTEN LANGUAGE** If a child cannot see or cannot hold a pencil or marker, an adaptation may be used to assist in writing or emerging writing. Examples of this adaptation include: Braillewriter, keyboard, or computer.

**VISUAL SUPPORT** A child who does not see well, might need visual supports in the environment. Any type of visual support is acceptable, including: adjustments in contrast, adjustments in lighting, distance from objects, increased size of materials,

and verbal description of events.

**ASSISTIVE EQUIPMENT OR DEVICE** Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including: walkers, splints, special utensils, and switches.

**FUNCTIONAL POSITIONING** Functional positioning is important so that the child has the stability needed to control his movements as much as possible. Positioning should enhance the child's participation in typical routines and activities.

**SENSORY SUPPORT** Sensory support may be needed for some children to allow them to focus attention and learn in their typical environments. Sensory support may include: reducing background noise, adjusting tactile stimulation, and adjusting visual stimulation.

**ALTERNATIVE RESPONSE MODE** Some children demonstrate skills in a manner that looks different from their typical peers. For example, a child with autism may look out of the corner of his eye instead of establishing direct eye contact, or a child with a physical impairment may demonstrate atypical movement patterns. The form of a child's response may differ from that of his peers and still may be considered to demonstrate mastery of a skill.

### **School/Program Information**

13. **School Code.** Indicate the school code as listed in the California Public School Directory.

14. **District of Residence.** Specify the District where either the child resides or where the child's parent lives. Indicate the code as listed in the California Public School Directory.

15. **District of Service.** Specify the District, County Office of Education, or state-operated program site providing the majority of services to the child. Indicate the code as listed in the California Public School Directory.

16. **Title and Name of Special Education Case Carrier.** Specify the title and name of the primary service provider responsible for the IEP and for completing the Information Page and Rating Record (e.g., SLP/Maria Lopez or ECSE teacher/Janet Smith).

17. **Name of General Education/Preschool Teacher.** Specify the full name of the general education teacher, if available.

18. **Date DRDP-R PS was completed.** Indicate the date of completion of the assessment in MM/DD/YYYY (e.g., 05/09/2007).

**Key Considerations when Observing Children:**

- Materials or toys that a child can easily see, grasp, and manipulate should be available.
- Observations should take place in a familiar environment, by a familiar adult and with toys or materials that are familiar to and preferred by the child.
- Hearing aid or cochlear implants should be checked to ensure that they are functioning properly.
- Glasses or contacts should be worn, if needed.
- Children should be allowed adequate time to complete any task they are engaged in, even if they are slower than their peers in task completion.

## Desired Results Developmental Profile-Revised (DRDP-R PS) Preschool for Children with IEPs Manual

### Rating the Measures

**1. Determine Mastery:** 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 which Level is most consistent with your observations and other documentation of the child's typical behavior.

- 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 behavior:

- Easily and confidently
- Consistently over time
- In different settings

Note: A child may occasionally behave at a higher or lower Level, but mainly demonstrates behaviors representative of one Level. If the child has not yet mastered the Exploring Level, "Not Yet" should be indicated. This will be a "0" on the Rating Record.

**2. Emerging:** If your observations indicate that the child has mastered a Developmental Level and is also demonstrating behaviors described for the next Level (although not yet easily or consistently across settings), he or she may be Emerging to the next Level. You may indicate that the child is Emerging to the next level by marking the appropriate box at the bottom of the page. Note that if the child is rated at the highest Developmental Level, the child cannot be rated as Emerging to the next Level. It is recommended that you document evidence of emerging behaviors. Not only will this information be helpful to you as you monitor the child's progress, but this information will also be useful in conversations with families.

**Note:** Indicating that the child is Emerging to the next Level within a Measure does not affect the rating.

**Unable to Rate:** In the rare circumstance that you find yourself unable to rate a Measure, in the space below the Measure, indicate UR and write either "absence" or "other" as the reason why you were unable to rate the Measure. If you were unable to rate the Measure because you don't have enough information, you should make additional observations.

## ***B. DRDP-R PS Information Page***

### **Desired Results Developmental Profile-Revised Preschool (DRDP-R PS) for Children with IEP Information Page**

(Note: This form plus a Rating Record must be completed for all preschool children with IEP.)

#### **Child's Information**

1. Student ID (Issued by District for Reporting to CASEMIS): \_\_\_\_\_
2. Statewide Student Identifier (10-digit SSID): \_\_\_\_\_
3. First Name (Legal): \_\_\_\_\_
4. Last Name (Legal): \_\_\_\_\_
5. Gender:  Male  Female
6. Birth date (e.g., 12/06/2002): \_\_/\_\_/\_\_\_\_

#### **Child's Language Information**

7. Child's Home Language(s). Check up to three.

- English
- Spanish
- Vietnamese
- Cantonese
- Hmong
- Tagalog/Pilipino
- Other

8. What language do you use with this child?

- English
- Spanish
- Vietnamese
- Cantonese
- Hmong
- Tagalog/Pilipino
- Other

9. If you are not familiar with the child's home language, did someone who is familiar with the language assist you with completing the observation?

Yes  No

**Child's Ethnic Information**

10. Child's Ethnicity. Check up to four.

- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Filipino
- Hispanic or Latino
- African-American
- White
- Other, specify:

**Child's Disability Information**

11. Primary Disability. Check one.

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Established Medical Disability
- Hard of Hearing
- Orthopedic Impairment
- Other Health Impairment
- Mental Retardation
- Multiple Disabilities
- Specific Learning Disability
- Speech or Language Impairment

- Traumatic Brain Injury
- Visual Impairment

**Child's Adaptations Information**

12. Adaptations. Check all that apply.

- Augmentative or alternative communication system
- Alternative mode for written language
- Visual support
- Assistive equipment or device
- Functional positioning
- Sensory support
- Alternative response mode

**School/Program Information**

13. School Code: \_\_\_\_\_

14. District of Residence: \_\_\_\_\_

15. District of Service: \_\_\_\_\_

16. Title and Name of Special Education Case Carrier (e.g., SLP/Maria Lopez): \_\_\_\_\_

17. Name of General Education/Preschool Teacher: \_\_\_\_\_

18. Date DRDP-R PS was completed (e.g., 05/09/2007): \_\_\_/\_\_\_/\_\_\_\_

## C. Rating Record

### Desired Results Developmental Profile-Revised Preschool (DRDP-R PS) for Children with IEPs Rating Record

Child's First Name (Legal):

Child's Last Name (Legal):

Student ID:

Completion Date (MM/DD/YYYY):

**Note:** The Rating Record is not meant to be used independent of the DRDP-R Preschool for Children with IEPs Manual or Booklet. You will need to refer to the DRDP-R Preschool for Children with IEPs Manual or Booklet to complete this Rating Record. This record plus an Information Page must be completed for all preschool children with IEPs.

**Instructions:** Write the child's name, student identification number (issued by the district for reporting to CASEMIS), and date this Rating Record was completed. Record the numerical rating for each Measure – the number that corresponds to the Descriptor for the highest developmental level the child has mastered: 0=Not yet, 1=Exploring, 2=Developing, 3=Building, 4=Integrating. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a particular Measure, check UR (unable to rate) and circle the reason why you are unable to rate this Measure (absence or other).

Measure	Description	Rating	E M	In the rare circumstance you are unable to rate a measure	
				UR	Reason
1. SELF1	Identity of self		<input type="checkbox"/>	<input type="checkbox"/>	absence other
2. SELF2	Recognition of own skills and accomplishments		<input type="checkbox"/>	<input type="checkbox"/>	absence other
3. SOC1	Expressions of empathy		<input type="checkbox"/>	<input type="checkbox"/>	absence other
4. SOC2	Building cooperative relationships with adults		<input type="checkbox"/>	<input type="checkbox"/>	absence other
5. SOC3	Developing friendships		<input type="checkbox"/>	<input type="checkbox"/>	absence other
6. SOC4	Building cooperative play with other children		<input type="checkbox"/>	<input type="checkbox"/>	absence other
7. SOC5	Conflict negotiation		<input type="checkbox"/>	<input type="checkbox"/>	absence other
8. SOC6	Awareness of diversity in self and others		<input type="checkbox"/>	<input type="checkbox"/>	absence other
9. REG1	Impulse control		<input type="checkbox"/>	<input type="checkbox"/>	absence other
10. REG2	Taking turns		<input type="checkbox"/>	<input type="checkbox"/>	absence other
11. REG3	Shared use of space and materials		<input type="checkbox"/>	<input type="checkbox"/>	absence other
12. LANG1	Comprehends meaning		<input type="checkbox"/>	<input type="checkbox"/>	absence other
13. LANG2	Follows increasingly complex instructions		<input type="checkbox"/>	<input type="checkbox"/>	absence other
14. LANG3	Expresses self through language		<input type="checkbox"/>	<input type="checkbox"/>	absence other
15. LANG4	Uses language in conversation		<input type="checkbox"/>	<input type="checkbox"/>	absence other
16. LRN1	Curiosity and initiative		<input type="checkbox"/>	<input type="checkbox"/>	absence other
17. LRN2	Engagement and persistence		<input type="checkbox"/>	<input type="checkbox"/>	absence other
18. COG1	Memory and knowledge		<input type="checkbox"/>	<input type="checkbox"/>	absence other
19. COG2	Cause and effect		<input type="checkbox"/>	<input type="checkbox"/>	absence other
20. COG3	Engages in problem solving		<input type="checkbox"/>	<input type="checkbox"/>	absence other
21. COG4	Socio-dramatic play		<input type="checkbox"/>	<input type="checkbox"/>	absence other

Measure	Description	Rating	EM	In the rare circumstance you are unable to rate a measure	
				UR	Reason
22. MATH1	Number sense: Understands quantity and counting		<input type="checkbox"/>	<input type="checkbox"/>	absence other
23. MATH2	Number sense: Math operations		<input type="checkbox"/>	<input type="checkbox"/>	absence other
24. MATH3	Shapes		<input type="checkbox"/>	<input type="checkbox"/>	absence other
25. MATH4	Time		<input type="checkbox"/>	<input type="checkbox"/>	absence other
26. MATH5	Classification		<input type="checkbox"/>	<input type="checkbox"/>	absence other
27. MATH6	Measurement		<input type="checkbox"/>	<input type="checkbox"/>	absence other
28. MATH7	Patterning		<input type="checkbox"/>	<input type="checkbox"/>	absence other
29. LIT1	Interest in literacy		<input type="checkbox"/>	<input type="checkbox"/>	absence other
30. LIT2	Letter and word knowledge		<input type="checkbox"/>	<input type="checkbox"/>	absence other
31. LIT3	Emerging writing		<input type="checkbox"/>	<input type="checkbox"/>	absence other
32. LIT4	Concepts of print		<input type="checkbox"/>	<input type="checkbox"/>	absence other
33. LIT5	Phonological awareness		<input type="checkbox"/>	<input type="checkbox"/>	absence other
34. MOT1	Gross motor movement		<input type="checkbox"/>	<input type="checkbox"/>	absence other
35. MOT2	Fine motor skills		<input type="checkbox"/>	<input type="checkbox"/>	absence other
36. MOT3	Balance		<input type="checkbox"/>	<input type="checkbox"/>	absence other
37. SH1	Personal care routines		<input type="checkbox"/>	<input type="checkbox"/>	absence other