DATE	August 11, 2021
TIME	12:00 pm
LOCATION	Teams Meeting / 5005 Business Park North Bakersfield, CA 93309
TEAMS LINK	Click here to join the meeting
PHONE NUMBER	(213) 204-2374 / ID: 788 611 20#

Program Review & Evaluation Committee Agenda

Per Governor's Executive Order N-29-20, Meeting to be held via Tele-Conference. Members of the public may join the tele-conference or listen to the call from the CAPK office at 5005 Business Park North, Bakersfield, CA 93309

1. **Call to Order**

2. **Roll Call**

Joe Garcia	Nila Hogan	Michelle Jara-Rangel
Maritza Jimenez	Marian Panos	

3. **Public Comments**

The public may address the Board of Directors on items not on the agenda. Speakers are limited to 3 minutes. If more than one person wishes to address the same topic, the total group time for the topic will be 10 minutes. Please state your name before making your presentation.

4. **Program Presentation**

5. **New Business**

a. June & July 2021 Program Reports – ***Action Item (p. 3-66)*** Pritika Ram, Director of Administration

1. Community Development
   - 211 Kern
   - Coordinated Entry Services (CES)
   - M Street Homeless Navigation Center
2. Health & Nutrition Services
   - CalFresh Healthy Living
   - Food Bank
   - Migrant Childcare Alternative Payment (MCAP)
   - Women Infant and Children (WIC)
3. Youth & Community Services
   - East Kern Family Resource Center (EKFRC)
   - Oasis Family Resource Center
   - Energy
   - Friendship House Community Center (FHCC)
   - Shafter Youth Center (SYC)
   - Volunteer Income Tax Assistance (VITA)
4. Operations
   - Business Services
   - Maintenance
   - Information Technology
   - Risk Management

5. Administration
   - Grant Development
   - CAPK Foundation
   - Outreach & Marketing

b. Application Status Reports & Funding Requests – ***Action Item (p. 67-71)*** — Pritika Ram, Director of Administration
   1. Application Status Reports for June & July 2021
   2. Funding Profiles
      a. California Department of Social Services for the CAPK Food Bank Expansion
      b. US Small Business Administration for Project RISE
      c. Consent Funding Profiles

c. June & July Head Start / State Child Development Enrollment Update & Meals Report – ***Action Item (p. 72-75)*** — Ginger Mendez, HS State Enrollment / Attendance Manager

d. Proposal Submission: Request for Proposals (RFP) for United Way Fresno and Madera Counties 211 Call Center – ***Info Item (p. 76)*** — Pritika Ram, Director of Administration

e. Request for Proposal (RFP) – Consolidated Transportation Services Agency (CTSA) – ***Info Item (Verbal)*** — Pritika Ram, Director of Administration

6. <u>Old Business</u>

a. Follow-up items from the June 16, 2021 Meeting – ***Info Item (p. 77-620)*** — Pritika Ram, Director of Administration

7. <u>Committee Member Comments</u>

8. <u>Next Scheduled Meeting</u>

Program Review & Evaluation Committee
12:00 pm
Wednesday, September 15, 2021
5005 Business Park North
Bakersfield, CA 93309

9. <u>Adjournment</u>

This is to certify that this Agenda Notice was posted in the lobby of the CAPK Administrative Office at 5005 Business Park North, Bakersfield, CA and online at www.capk.org by 12:00 pm, August 6, 2021. Paula Daoutis, Administrative Coordinator.

Program Monthly Reports

June and July 2021

August 2021 PRE Committee Meeting

Community Development

2-1-1 Kern Call Center

Coordinated Entry Services

M Street Homeless Navigator Center

Community Action Partnership of Kern
Monthly Report 2021

Month	June	Program/Work Unit	211 Kern
Division/Director	Traco Matthews, CPO CDO Vacant	Program Manager	Martha Gonzalez, Interim
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

2-1-1 Kern is a 24/7 information and referral service that provides local residents with comprehensive information and links to community health and human services at no cost. 2-1-1 Kern has a database of 1,500 social service agencies that are available to the public through the 2-1-1 Kern Online Resource Directory at www.211KernCounty.org.

Most Requested Services	Homelessness Assistance	Utility Payment	Tax Preparation (VITA)
Top 3 Unmet Needs	Homeless Shelter	Rental Payment	Low Income Housing

Information and Referral Services Calls Handled (Referred)	Month	YTD	Annual Goal	Month Progress	Annual Progress
Kern County (SRV 7c)	7,860	36,639	72,000	131%	51%
Kings County (SRV 7c)	244	1,895	2,400	122%	79%
Tulare County (SRV 7c)	835	11,833	18,000	56%	66%
Stanislaus County (SRV 7c)	1,500	9,116	14,400	125%	63%
Total	**10,439**	**59,483**	**106,800**	**108%**	56%

Staffing vs. Call Volume	Current Staff	Staff Needed Per Call	Staff Over/ Short
Staff dedicated of Kern calls handled. Expectation is 42 calls per staff for an 8 hour shift.	18	1.7	**(13.08)**

Grant Funded Services	Month	YTD	Annual Goal	Month Progress	Annual Progress
CalFresh Application (SRV 7b & SRV 7c)	44	178	300	176%	59%
Medi-Cal Application (SRV 7b & SRV 7c)	19	66	100	228%	66%
Ages & Stages New Children Screened (SRV 5c, SRV 7b & SRV 7c)	15	109	300	60%	36%

Website Visitors	Month	YTD	Annual Goal	Month Progress	Annual Progress
Duplicated	18,376	116,543	200,000	110%	58%

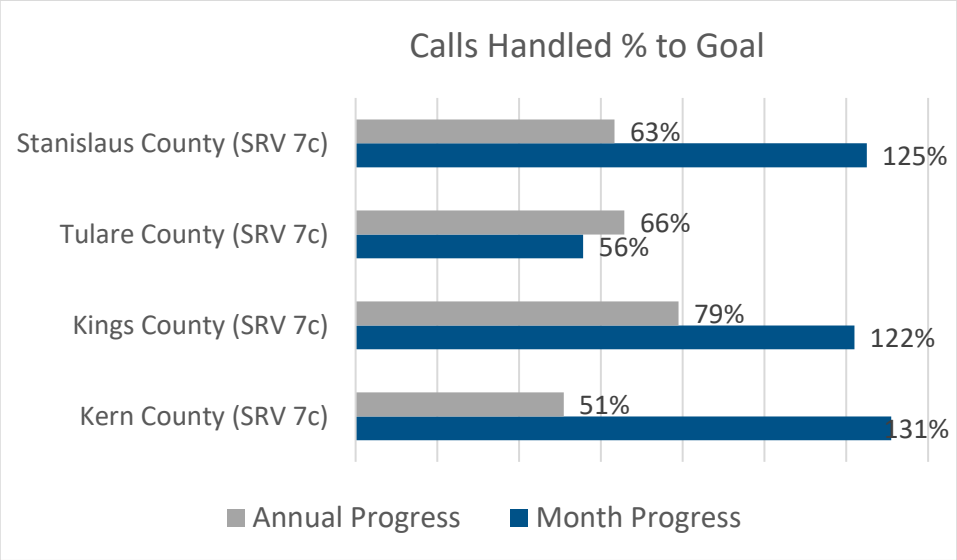
Other Calls	Month	YTD	Annual Goal	Month Progress	Annual Progress
LIHEAP (SRV 7b & SRV 7c)	3,413	19,721	42,000	98%	47%
Mental Health (SRV 7c)	329	1,786	2,400	165%	74%
Health and Human Service Referrals	9,058	54,779	100,000	109%	55%

Explanation (Over/Under Goal Progress)

Tulare County calls have began to increase and it is anticipated that calls will continue to increase due to the heightened need of COVID-19 resources.

Community Action Partnership of Kern
Monthly Report 2021

Month	June	Program/Work Unit	211 Kern
Program Strategic Goals		**Progress Towards Goal**	
1. Fill Staff Vacancies		Identified a qualified candidate to fill the Development Specialists position. Awating new hire cleareance. Actively recruiting for a qualified candidate to fill the Administrator position.	
2. Retain Staff		Call volumes have slightly increased, but remain at a reasonable capacity. In addition, delegation of duties are assigned appropriately in an effort to expand employee capabilities and enhance productivity.	
3. Contingency Staffing Plan		Leadership met with Kathline to discuss strategic goal. 211 will develop a formal Contingency Staffing Plan.	



Community Action Partnership of Kern
Monthly Report 2021

Month	July	Program/Work Unit	211 Kern
Division/Director	Traco Matthews, CPO CDO Vacant	Program Manager	Martha Gonzalez, Interim
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

2-1-1 Kern is a 24/7 information and referral service that provides local residents with comprehensive information and links to community health and human services at no cost. 2-1-1 Kern has a database of 1,500 social service agencies that are available to the public through the 2-1-1 Kern Online Resource Directory at www.211KernCounty.org.

Most Requested Services	Homelessness Assistance	Utility Payment	Food Pantries
Top 3 Unmet Needs	Homeless Shelter	Low Income Housing	Rent Payment

Information and Referral Services Calls Handled (Referred)	Month	YTD	Annual Goal	Month Progress	Annual Progress
Kern County (SRV 7c)	7,778	44,417	72,000	130%	62%
Kings County (SRV 7c)	228	2,123	2,400	114%	88%
Tulare County (SRV 7c)	838	12,671	18,000	56%	70%
Stanislaus County (SRV 7c)	1,827	10,943	14,400	152%	76%
Total	**10,671**	**70,154**	**106,800**	**113%**	66%

Staffing vs. Call Volume	Current Staff	Staff Needed Per Call	Staff Over/ Short
Staff dedicated of Kern calls handled. Expectation is 42 calls per staff for an 8 hour shift.	18	1.7	**(12.17)**

Grant Funded Services	Month	YTD	Annual Goal	Month Progress	Annual Progress
CalFresh Application (SRV 7b & SRV 7c)	24	202	300	96%	67%
Medi-Cal Application (SRV 7b & SRV 7c)	2	68	100	24%	68%
Ages & Stages New Children Screened (SRV 5c, SRV 7b & SRV 7c)	8	117	300	32%	39%

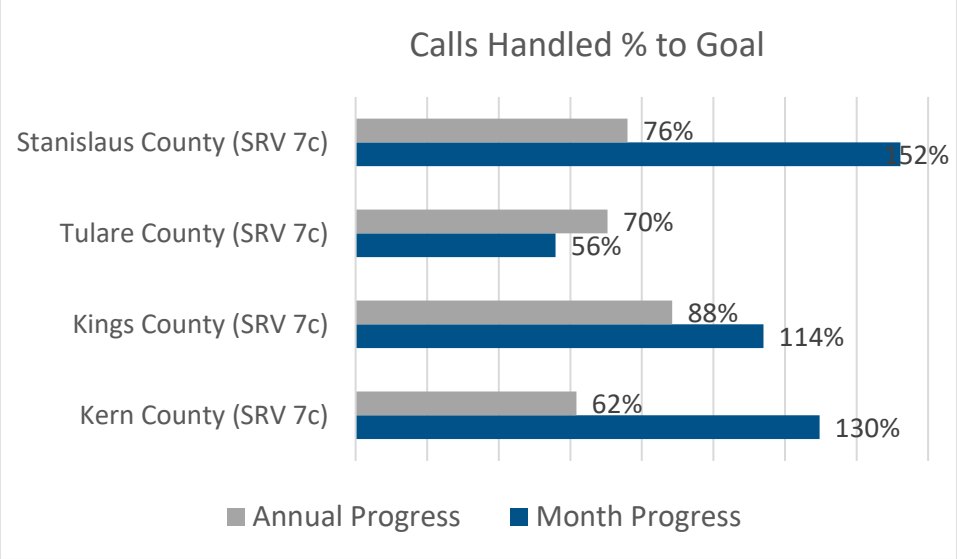
Website Visitors	Month	YTD	Annual Goal	Month Progress	Annual Progress
Duplicated	18,759	135,302	200,000	113%	68%

Other Calls	Month	YTD	Annual Goal	Month Progress	Annual Progress
LIHEAP (SRV 7b & SRV 7c)	3,247	22,968	42,000	93%	55%
Mental Health (SRV 7c)	238	2,024	2,400	119%	84%
Health and Human Service Referrals	8,584	63,363	100,000	103%	63%

Community Action Partnership of Kern
Monthly Report 2021

Explanation (Over/Under Goal Progress)
Medi-Cal applications decreased due to a fraction of callers interested in obtaining Medi-Cal benefits. Callers may already be enrolled, do not qualify or are not interested. Ages & Stages new children screened goal substantially decreased due to training of new Development Specialist. Senior I&R Specialist is currently overseeing project responsibilities and Development Specialist trainings.

Month	July	Program/Work Unit	211 Kern
Program Strategic Goals		**Progress Towards Goal**	
1. Fill Staff Vacancies		Hired and onboarded new Development Specialists. Identified candidate for Administrator position vacancy.	
2. Retain Staff		211 continues to retain talent by continuing successful employment of all Call Specialists positions.	
3. Contingency Staffing Plan		211 will begin creating a formal Contingency Staffing Plan, in an effort to be prepared for unexpected call handling circumstances which may have a critical impact on the call center.	



Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	Coordinated Entry Services (CES)
Division/Director	Traco Mathews, CPO Interim	**Program Manager**	Rebecca Moreno
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

Serves as the Kern County point of entry for assessment and referral to homeless services. Coordinated Entry Services (CES) works with all Bakersfield Kern Regional Homeless Collaborative partners to maximize member resources. CES is also the entry point for COVID related rental assistance.

Referrals/Assessments	Month	YTD	YTD Goal	Month Progress	Annual Progress
Homeless Referrals/Assessments (SRV 7c)	895	5,107	6,000	179%	85%
Rental Assistance Referrals through On-line Portal (FNPI 4e, FNPI 4f, SRV 7c)	35	1,149	2,000	21%	57%
Total Calls	**930**	**6,256**	**8,000**	140%	78%

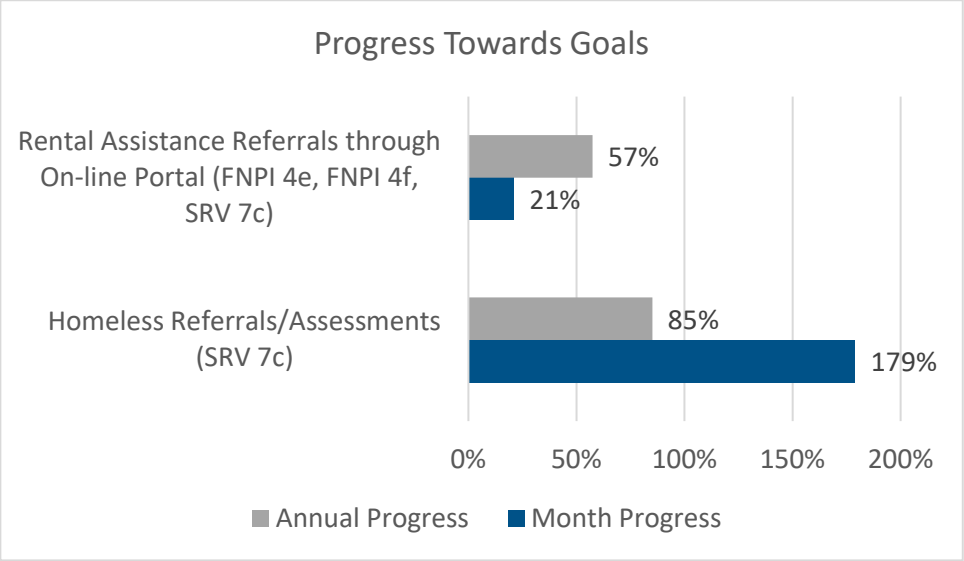
Performance	Month	YTD	YTD Goal	Month Progress	Annual Progress
Number of applicants who received a response within 24 Hours	857	2,678	100%	92%	43%
Number of Households receiving Homeless Prevention (Rental Assistance) Funds	10	10	300	40%	3%

Pending Assessments	Month	YTD	YTD Goal	Month Progress	Annual Progress
Pending Homeless	0	0	15	-	-
Pending Rental Assistance	0	0	15	-	-

Explanation (Over/Under Goal Progress)

Pending Assessments are supposed to be 0. No Pending last 3 months. Since CES is doing really well now in reaching this goal, YTD was reset to start over in June.
Added new performance goal for Rental Assistance

Program Strategic Goals	Progress Towards Goal
1. Improve 24 hour call back response.	92 % for this month
2. Integrate Customer Relation Software (CRM).	Completed
3. Build provider network support.	


Progress Towards Goals
Rental Assistance Referrals through On-line Portal (FNPI 4e, FNPI 4f, SRV 7c)
57%
21%
Homeless Referrals/Assessments (SRV 7c)
85%
179%
0%
50%
100%
150%
200%
Annual Progress
Month Progress

Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	Coordinated Entry Services (CES)
Division/Director	Traco Mathews, CPO Interim	**Program Manager**	Rebecca Moreno
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

Serves as the Kern County point of entry for assessment and referral to homeless services. Coordinated Entry Services (CES) works with all Bakersfield Kern Regional Homeless Collaborative partners to maximize member resources. CES is also the entry point for COVID related rental assistance.

Referrals/Assessments	Month	YTD	YTD Goal	Month Progress	Annual Progress
Homeless Referrals/Assessments (SRV 7c)		5,107	6,000	0%	85%
Rental Assistance Referrals through On-line Portal (FNPI 4e, FNPI 4f, SRV 7c)		1,149	2,000	0%	57%
Total Calls	**0**	**6,256**	**8,000**	0%	78%

Performance	Month	YTD	YTD Goal	Month Progress	Annual Progress
Number of applicants who received a response within 24 Hours		2,678	100%	#DIV/0!	43%
Number of Households receiving Homeless Prevention (Rental Assistance) Funds		0	300	0%	0%

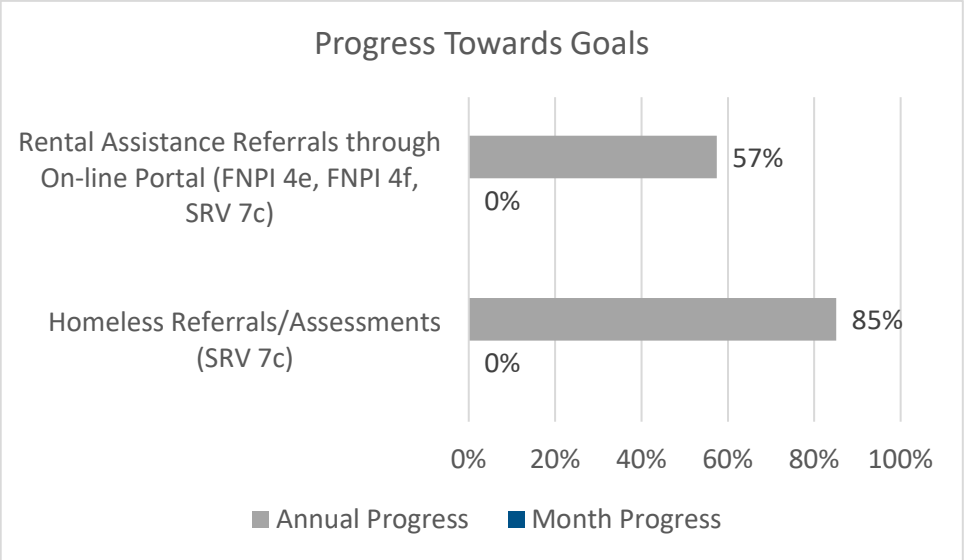
Pending Assessments	Month	YTD	YTD Goal	Month Progress	Annual Progress
Pending Homeless		0	15	-	-
Pending Rental Assistance		0	15	-	-

Explanation (Over/Under Goal Progress)

Pending Assessments are supposed to be 0. No Pending last 3 months. Since CES is doing really well now in reaching this goal, YTD was reset to start over in June.
Added new performance goal for Rental Assistance

Program Strategic Goals	Progress Towards Goal
1. Improve 24 hour call back response.	
2. Integrate Customer Relation Software (CRM).	
3. Build provider network support.	

Community Action Partnership of Kern
Monthly Report 2021



Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	M Street Navigation Center
Division/Director	Traco Matthews, CPO CDO Vacant	**Program Manager**	Laurie Hughey
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

CAPK operates the 150-bed homeless Low Barrier Navigation Center in partnership with the County of Kern. This 24-hour shelter offers housing, meals and an array of mental health, medical care and economic resources to un- sheltered individuals with pets and partners.

Shelter	Month	YTD	YTD Goal	Month Progress	Annual Progress
Overnight Residents (Assigned Beds) ***Month only*** (COVID-19 Related, will review ongoing)	127	513	150	85%	
Overnight Residents (Assigned Beds) (FNPI	98	429	600	196%	72%
Pets (Number)	7	25	40	210%	63%
Residents Under 90 days length of stay.	76	307	300	304%	102%
Exits to Permanent Housing (FNPI 4b)	2	31	120	20%	26%
Exits-Self	13	140	150	104%	93%
Exits-Involuntary	60	220	330	218%	67%
Case Management Services	49	189	500	118%	38%
Critical Incidents	32	182	360	107%	51%
Shelter Residents Meals SRV 5ii	2,995	15,081	190,000	19%	8%
Number of New Volunteers	28	28	120	280%	23%
Volunteers Hours	150	746	1,200	150%	62%

Explanation (Over/Under Goal Progress)

Increased Overnight Residents YTD Goal to reflect more open beds due to lifting of some COVID restrictions. Adjusted pets, meals, and exits to correspond with higher goal. Removed "Exits to Family reunification".
Shelter Residents Meals target adjusted due to over counting and then undercounting. June meals in the "Month" box is actually YTD through June. Number of volunteers is total for the month. They have the same volunteers throughout the year. Increased volunteer hours goal, based on more residents and to better reflect engagement. Lack of available housing units is reason for low housing placements this month.

Program Strategic Goals	Progress Towards Goal
1. Offer walk-in client services.	N/A
2. Increase community Engagement i.e. volunteers, in-kind donations, non-operational special need items, etc.	Project Hire up graduation, Cityserve, Kingdom prayer meals, Canyon Hills Church, Revive church, Target gift card donation, coffee, snacks, cups, underwear, bras men/women, Face masks from Flood Ministries.
3. Develop and implement a job program	5 new enrollment into the city serve culinary program, 1 resident employed through BHC, 1 placement at Dryers.

Community Action Partnership of Kern
Monthly Report 2021

Month	June
Age	**Month**
18 - 24	6
25 - 34	19
35 - 44	24
45 - 54	35
55 - 61	24
62+	19
Total:	**127**

Race Demographic	Month
American Indian or Alaska Native	7
Asian	2
Black or African American	20
Native Hawaiian or Other Pacific Islander	0
White	92
Multiple races	3
Client Don't know / Refused	3
No Answer	
Total:	**127**

Gender	Month
Female	49
Male	77
Trans Female (MTF or Male to Female)	
Trans Male (FTM or Female to Male)	1
Gender Non-Conforming (i.e. not exclusively male or female)	
Client doesn't know	
Client refused	
No Answer	
Total:	**127**

Program/Work Unit	M Street Navigation Center		
Zip code	**Number**	**Zip code**	**Number**
93301	16		
93304	4		
93305	15		
93306	2		
93307	5		
93308	10		
93309	5		
93311	2		
93312	1		
93313	2		
93215	1		
92603	1		
95354	1		
35816	1		
93268	1		
93283	1		
96817	1		
55420	1		
78521	1		
unspecified	56		
Total	**127**		

Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	M Street Navigation Center
Division/Director	Traco Matthews, CDO Interim	**Program Manager**	Laurie Hughey
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

CAPK operates the 150-bed homeless Low Barrier Navigation Center in partnership with the County of Kern. This 24-hour shelter offers housing, meals and an array of mental health, medical care and economic resources to un- sheltered individuals with pets and partners.

Shelter	Month	YTD	YTD Goal	Month Progress	Annual Progress
Overnight Residents (Assigned Beds) ***Month only*** (COVID-19 Related, will review ongoing)	182	695	150	121%	
Overnight Residents (Assigned Beds) (FNPI	106	535	600	212%	89%
Pets (Number)	7	32	40	210%	80%
Residents Under 90 days length of stay.	81	388	300	324%	129%
Exits to Permanent Housing (FNPI 4b)	7	38	120	70%	32%
Exits-Self	6	146	150	48%	97%
Exits-Involuntary	63	283	330	229%	86%
Case Management Services	117	306	500	281%	61%
Critical Incidents	29	211	360	97%	59%
Shelter Residents Meals SRV 5ii	4,113	19,194	190,000	26%	10%
Number of Volunteers	26	54	120	260%	45%
Volunteers Hours	120	866	7,200	20%	12%

Explanation (Over/Under Goal Progress)

Increased Overnight Residents YTD Goal to reflect more open beds due to lifting of some COVID restrictions. Adjusted pets, meals, and exits to correspond with higher goal. Removed "Exits to Family reunification".
Shelter Residents Meals target adjusted due to over counting and then undercounting. June meals in the "Month" box is actually YTD through June. Number of volunteers is total for the month. They have the same volunteers throughout the year. Increased volunteer hours goal, based on more residents and to better reflect engagement. Lack of available housing units is reason for low housing placements this month.

Program Strategic Goals	Progress Towards Goal
1. Offer walk-in client services.	Due to Covid 19, M street Navigation Center is not offering walk-in services at this time.
2. Increase community Engagement i.e. volunteers, in-kind donations, non-operational special need items, etc.	Project Hire up graduation, Cityserve, Kingdom prayer meals, Canyon Hills Church, Revive church, Target gift card donation, coffee, snacks, cups, underwear, bras men/women, Face masks from Flood Ministries.

Community Action Partnership of Kern
Monthly Report 2021

3. Develop and implement a job program	5 new enrollment into the city serve culinary program, 1 resident employed through BHC, 1 placement at Dryers.

Age	Month
18 - 24	19
25 - 34	38
35 - 44	31
45 - 54	40
55 - 61	31
62+	23
Total:	**182**

Race Demographic	Month
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Other Pacific Islander	
White	
Multiple races	
Client Don't know / Refused	
No Answer	
Total:	**0**

Gender	Month
Female	74
Male	105
Trans Female (MTF or Male to Female)	1
Trans Male (FTM or Female to Male)	2
Gender Non-Conforming (i.e. not exclusively male or female)	
Client doesn't know	
Client refused	
No Answer	
Total:	**182**

Zipcode	Number	Zip code	Number
93301	20		
93304	9		
93305	11		
93306	2		
93307	5		
93308	6		
93309	5		
93311	1		
93313	2		
93314	1		
93534	1		
92562	1		
93555	2		
93268	1		
93283	1		
89134	1		
78521	1		
93422	1		
unspecified	46		
Total	**117**		

Health and Nutrition Services

Cal-Fresh Health Living Program

Food Bank

Migrant Childcare Alternative Payment

Women, Infant, and Children

Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	CalFresh Healthy Living
Division/Director	Health & Nutrition Services / Carmen Segovia	**Program Manager**	Alejandra Morales, Interim
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

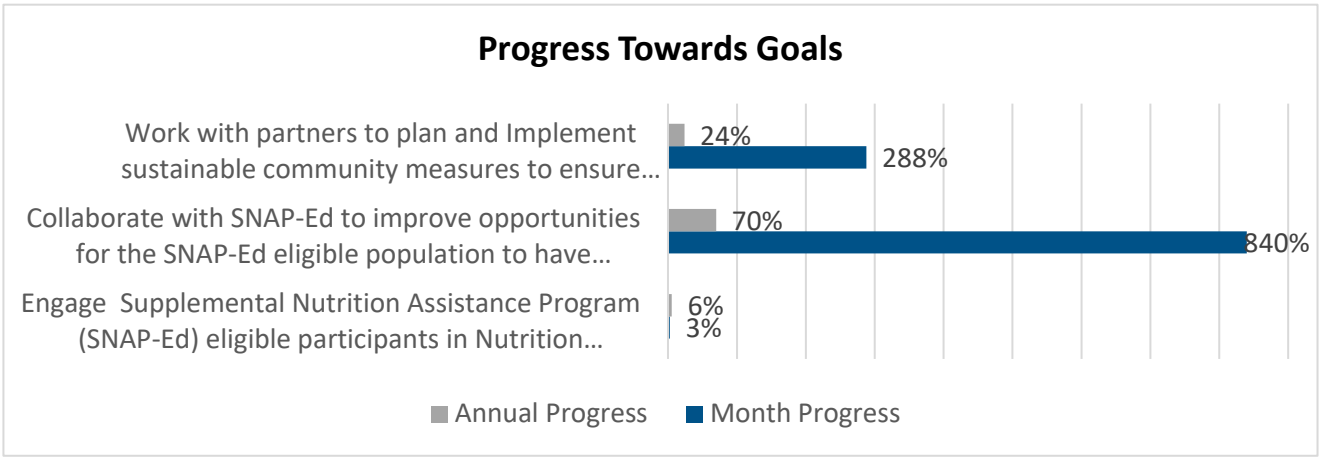
CAPK CalFresh Healthy Living improves the nutrition health of low-income Kern County residents by providing access to nutrition education, physical activity education, and training that will help build a healthy, knowledgeable community.

Services	Month	YTD	YTD Goal	Month Progress	Annual Progress
Engage Supplemental Nutrition Assistance Program (SNAP-Ed) eligible participants in Nutrition Education (FNPI 5a) (SRV 5ff).	100	2,527	45,000	3%	6%
Collaborate with SNAP-Ed to improve opportunities for the SNAP-Ed eligible population to have healthy choices.	7	7	10	840%	70%
Work with partners to plan and Implement sustainable community measures to ensure changes that support healthy eating and physical activity.	6	6	25	288%	24%

Explanation (Over/Under Goal Progress)

Engage Supplemental Nutrition Assistance Program (SNAP-Ed) eligible participants in Nutrition Education Added YTD Indirect contacts to the "Month" to capture all work completed.
Collaboratives and Partners: changed to unique count.

Program Strategic Goals	Progress
1. Retain Staff	Communicated and engaged employees using live polls and discussions to gather feedback for upcoming event: Farmers Market Week. Discussion was led by Health Educators.
2. Expand Social Media Presence	"Make Every Day a Healthy Victory" in partnership with UCCE, Kern County Aging and Adult Services and Kern County Department of Public Health.


Progress Towards Goals
Work with partners to plan and Implement sustainable community measures to ensure…
Collaborate with SNAP-Ed to improve opportunities for the SNAP-Ed eligible population to have…
Engage Supplemental Nutrition Assistance Program (SNAP-Ed) eligible participants in Nutrition…
24%
288%
70%
840%
6%
3%
Annual Progress
Month Progress

Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	CalFresh Healthy Living
Division/Director	Health & Nutrition Services / Carmen Segovia	**Program Manager**	Alejandra Morales, Interim
Reporting Period	January 1, 2021 - December 31, 2021		

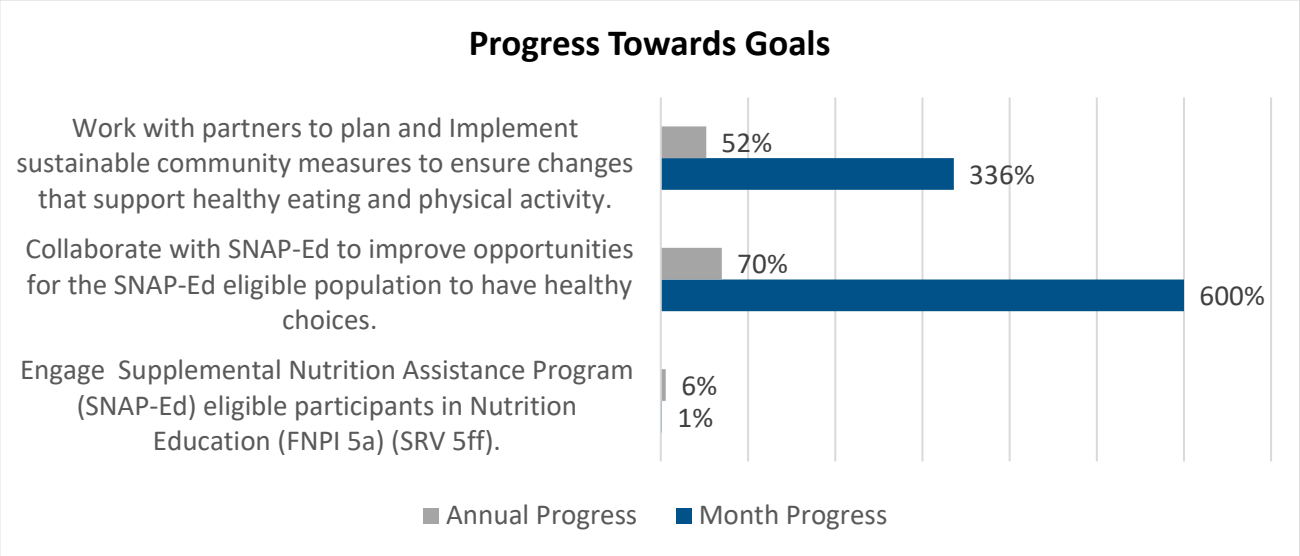
Program Description

CAPK CalFresh Healthy Living improves the nutrition health of low-income Kern County residents by providing access to nutrition education, physical activity education, and training that will help build a healthy, knowledgeable community.

Services	Month	YTD	YTD Goal	Month Progress	Annual Progress
Engage Supplemental Nutrition Assistance Program (SNAP-Ed) eligible participants in Nutrition Education (FNPI 5a) (SRV 5ff).	45	2,572	45,000	1%	6%
Collaborate with SNAP-Ed to improve opportunities for the SNAP-Ed eligible population to have healthy choices.	5	7	10	600%	70%
Work with partners to plan and Implement sustainable community measures to ensure changes that support healthy eating and physical activity.	7	13	25	336%	52%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress
1. Retain Staff	Health Educators led Farmers Market Week planning discussions. Health Educators were provided a platform to share freely, use their talents and skills to motivate each other. Event will take place August 7, 2021.
2. Create Contingency Staffing Plan	Program Administration position filled.
3. Expand Social Media Presence	Implemented Social Media shoutouts to thank and recognize all CalFresh Healthy Living employees and enhance CAPK's brand image.


Progress Towards Goals
Work with partners to plan and Implement sustainable community measures to ensure changes that support healthy eating and physical activity.
52%
336%
Collaborate with SNAP-Ed to improve opportunities for the SNAP-Ed eligible population to have healthy choices.
70%
600%
Engage Supplemental Nutrition Assistance Program (SNAP-Ed) eligible participants in Nutrition Education (FNPI 5a) (SRV 5ff).
6%
1%
Annual Progress
Month Progress

Community Action Partnership of Kern
Monthly Report 2021

Month	June	Program/Work Unit	Food Bank
Division/Director	Health & Nutrition Services / Carmen Segovia	Program Manager	Carrie Farwell, Interim
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

Provides food assistance to low-income families and individuals through a network of more than 150 partnering food distribution sites throughout Kern County. The Food Bank also offers the Senior Food and Backpack Buddies program at CAPK youth centers, schools, and other community sites.

Food Distributions	Month	YTD	Annual Goal	Month Progress	Annual Progress
Individuals Served (Duplicated) (SRV 5jj)	43,027	219,912	650,000	79%	34%
Pounds Received	1,817,879	11,437,223	25,000,000	87%	46%
Pounds Carried Over from Previous Month	48,455				
Pounds Distributed	**2,322,039**	**7,609,727**	**22,000,000**	**127%**	35%

Senior Food	Month	YTD	Month Goal	Month Progress
Individuals Served (SRV 5jj)	4,067	21,561	4,800	85%
Pounds Distributed	**154,546**	**467,890**	**150,500**	**103%**

Free Farmers Markets	Month	YTD	Annual Goal	Month Progress	Annual Progress
Households Served (SRV 5jj)	1,159	6,529	8,000	174%	82%
Pounds Distributed	**26,103**	**127,553**	**250,000**	**125%**	51%

Total Pounds Distributed	Month	YTD	Annual Goal	Month Progress	Annual Progress
All Programs	**2,502,688**	**8,205,170**	**22,400,500**	**118%**	37%

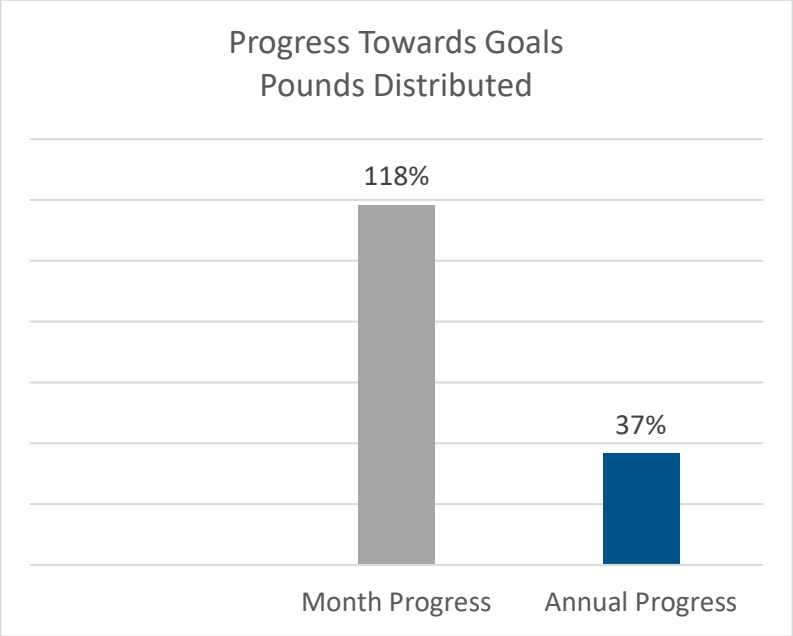
Volunteers	Month	YTD	Annual Goal	Month Progress	Annual Progress
Volunteers who received job skill training SRV 6f	20	109	60	**400%**	182%
Other Volunteers	30	316	1,500	24%	21%

Explanation (Over/Under Goal Progress)

Adjusted Senior Food Goal by 500 additional seniors served due to caseload increase.

Program Strategic Goals	Progress Towards Goal
1. Improve data collection and reporting methods.	Begin the process to hire a data technician
2. Fill newly created positions & train new employees.	Filled the positions of Warehouse Specialist and Outreach Specialist

3. Increase numbers of volunteers.	



Community Action Partnership of Kern
Monthly Report 2021

Month	July	Program/Work Unit	Food Bank
Division/Director	Health & Nutrition Services / Carmen Segovia	Program Manager	Carrie Farwell, Interim
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

Provides food assistance to low-income families and individuals through a network of more than 150 partnering food distribution sites throughout Kern County. The Food Bank also offers the Senior Food and Backpack Buddies program at CAPK youth centers, schools, and other community sites.

Food Distributions	Month	YTD	Annual Goal	Month Progress	Annual Progress
Individuals Served (Duplicated) (SRV 5jj)	11,916	231,828	650,000	22%	36%
Pounds Received	1,953,835	13,391,058	25,000,000	94%	54%
Pounds Carried Over from Previous Month	155,008				
Pounds Distributed	**2,294,809**	**7,582,497**	**22,000,000**	**125%**	34%

Senior Food	Month	YTD	Month Goal	Month Progress
Individuals Served (SRV 5jj)	3,826	25,387	4,800	80%
Pounds Distributed	**145,388**	**458,732**	**150,500**	**97%**

Free Farmers Markets	Month	YTD	Annual Goal	Month Progress	Annual Progress
Households Served (SRV 5jj)	1,277	7,806	8,000	192%	98%
Pounds Distributed	**28,113**	**129,563**	**250,000**	**135%**	52%

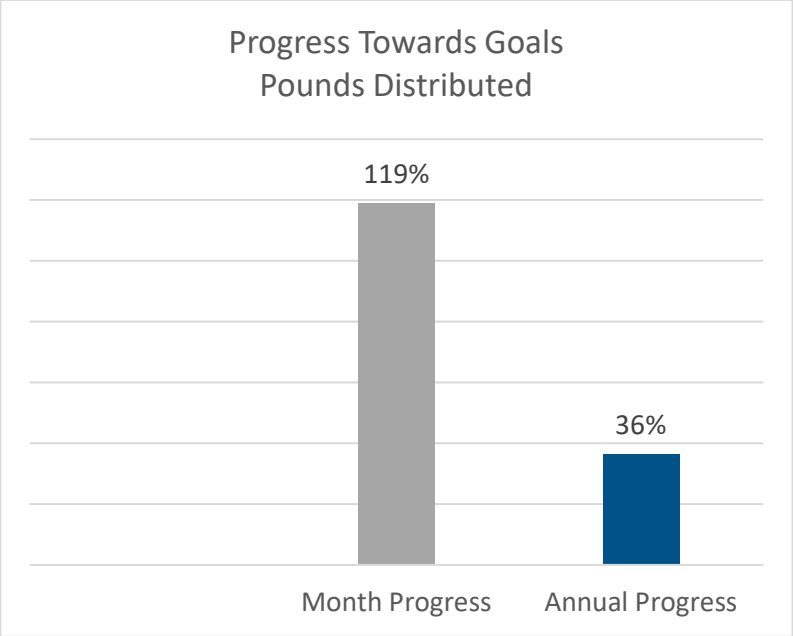
Total Pounds Distributed	Month	YTD	Annual Goal	Month Progress	Annual Progress
All Programs	**2,468,310**	**8,170,792**	**22,400,500**	**119%**	36%

Volunteers	Month	YTD	Annual Goal	Month Progress	Annual Progress
Volunteers who received job skill training SRV 6f	20	129	60	**400%**	215%
Other Volunteers	30	346	1,500	24%	23%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress Towards Goal
1. Improve data collection and reporting methods.	Data Technician started inputting Food Bank data (EFA-7 Forms) into CAPK Dashboard, starting with Jan 2021 clients
2. Fill newly created positions & train new employees.	Warehouse Specialist has been hired, and Outreach Specialist was hired and started training.

3. Increase numbers of volunteers.	Volunteer Organizations are returning and there has been more interest and communication



Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	Migrant Childcare Alternative Payment (MCAP)
Division/Director	Health & Nutrition Services / Carmen Segovia	**Program Manager**	Susana Magana
Reporting Period	May 1 , 2021 -May 31, 2021		

Program Description

The Migrant Childcare Alternative Payment (MCAP) program provides childcare subsidy to migrant, agriculturally working families. Families can apply for child care services in six entry counties: Kern, Kings, Madera, Merced, Tulare, and Fresno. Once a family is enrolled in the program, the family can migrate anywhere in California to follow agricultural work and their childcare services can continue.

Services	Month	YTD	Goal	Month Progress	Annual Progress
Number of Child Enrollments	5	955	1,000	6%	96%
Childcare Providers	15	211	200	90%	106%
MCAP Subsidies July -June	**Month of May processed in June**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Provider Payments-Subsidies Expended	$692,939	$ 5,619,597	$7,500,000	111%	75%
Agriculture Childcare Program Kern Ends in July (Will not change Month to Month)	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Number of Children Served		21	21	0%	100%
Number of Childcare Providers	-	9	9	0%	100%

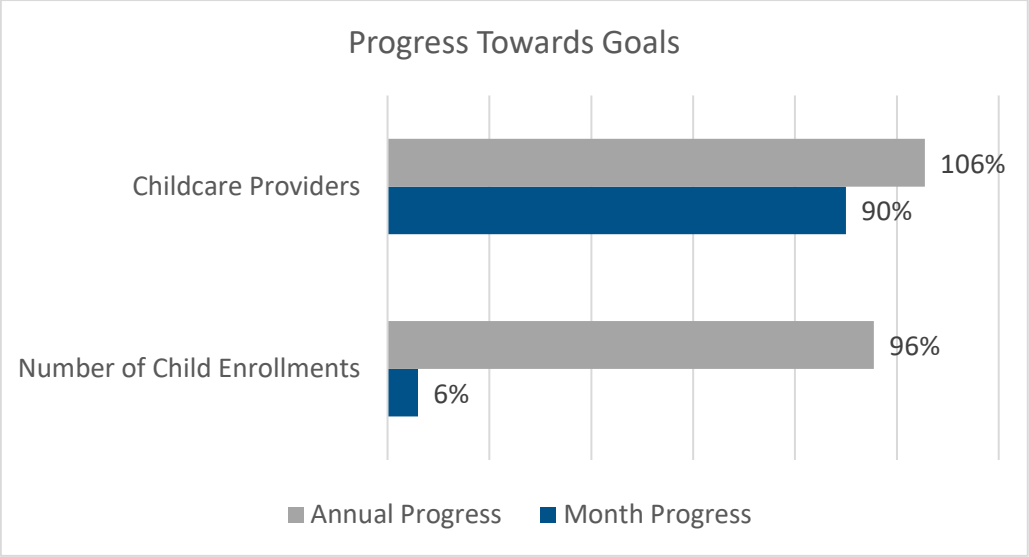
Explanation (Over/Under Goal Progress)

For the AG childcare program all 21 slots are filled. For MCAP, the program is under earning the contract due to the 2 prong problem described in last month's report. Program Administrator requested a waiver from the State to enroll migrant families not meeting the 50% AG income. Waiver was granted from 5/27 to 7/23, 2021. Program staff enrolled families that were previously terminated due to not meeting the 50% ag from income requirement.

Program Strategic Goals	Progress Towards Goal
1. Fill Staff Vacancies.	Currently we have one temporary vacancy due to a staff's Leave granted through October 2021.
2. Retain Staff.	It has been a struggle to keep the temporary employees as permanent employment opportunities become available to them.

Community Action Partnership of Kern
Monthly Report 2021

3. Contingency Staffing Plan.		Program administrator has been providing technical assistance to Subsidized Reimbursement Coordinator in completing evaluations based on the program's established work standards.	
Month	June	**Program/Work Unit**	Migrant Childcare Alternative Payment (MCAP)



Community Action Partnership of Kern
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Month	July	**Program/Work Unit**	Migrant Childcare Alternative Payment (MCAP)
Division/Director	Health & Nutrition Services / Carmen Segovia	**Program Manager**	Susana Magana
Reporting Period	June 1 , 2021 - June 30, 2021		

Program Description

The Migrant Childcare Alternative Payment (MCAP) program provides childcare subsidy to migrant, agriculturally working families. Families can apply for child care services in six entry counties: Kern, Kings, Madera, Merced, Tulare, and Fresno. Once a family is enrolled in the program, the family can migrate anywhere in California to follow agricultural work and their childcare services can continue.

Services	Month	YTD	Goal	Month Progress	Annual Progress
Number of Child Enrollments	134	1,089	1,000	161%	109%
Childcare Providers	216	427	200	1296%	214%
MCAP Subsidies July -June	**Month of June processed in July**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Provider Payments-Subsidies Expended	$654,605	$ 6,274,202	$7,500,000	105%	84%
Agriculture Childcare Program Kern Ends in July (Will not change Month to Month)	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Number of Children Served		21	21	0%	100%
Number of Childcare Providers	-	9	9	0%	100%

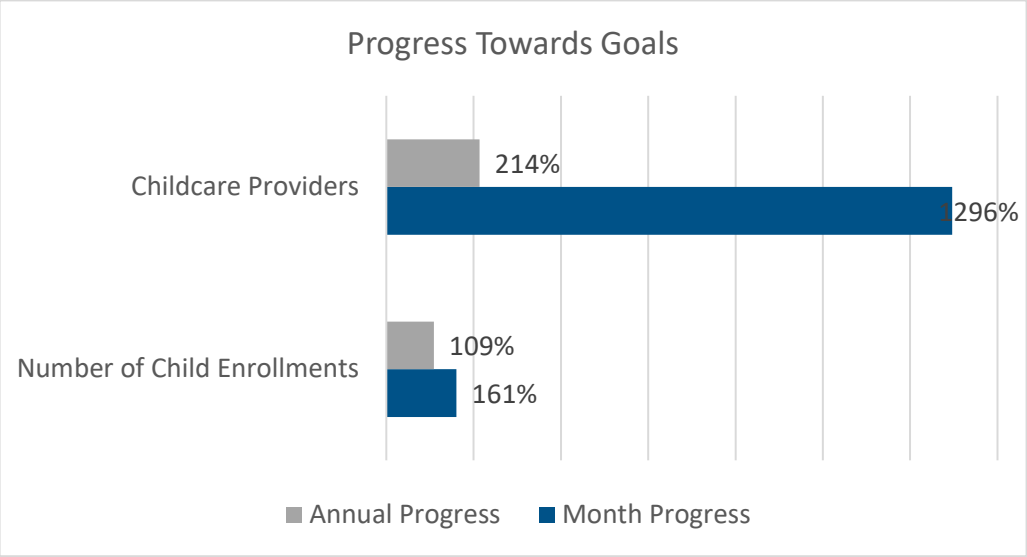
Explanation (Over/Under Goal Progress)

For the AG childcare program services ended July 31,2021. Families have been enrolled in MCAP. Although we have increased enrollments, our reimbursement amount went down because this is the time of year that about 100 children are placed on Temporary Suspension of Services (TSS) as families migrate out of state for the blueberry crop in Washington and Oregon.

Program Strategic Goals	Progress Towards Goal
1. Fill Staff Vacancies.	Currently we have one temporary vacancy due to a staff's Leave granted through October 2021.
2. Retain Staff.	It has been a struggle to keep the temporary employees as permanent employment opportunities become available to them.
3. Contingency Staffing Plan	MCAP management team will attend the CAPPA and the Every Child California conferences scheduled for Oct. 2021 to stay abreast of AP program regulations.

Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	Migrant Childcare Alternative Payment (MCAP)



Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	Women Infants & Children (WIC) Nutrition
Division/Director	Health & Nutrition Services / Carmen Segovia	**Program Manager**	Lorna Speight
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

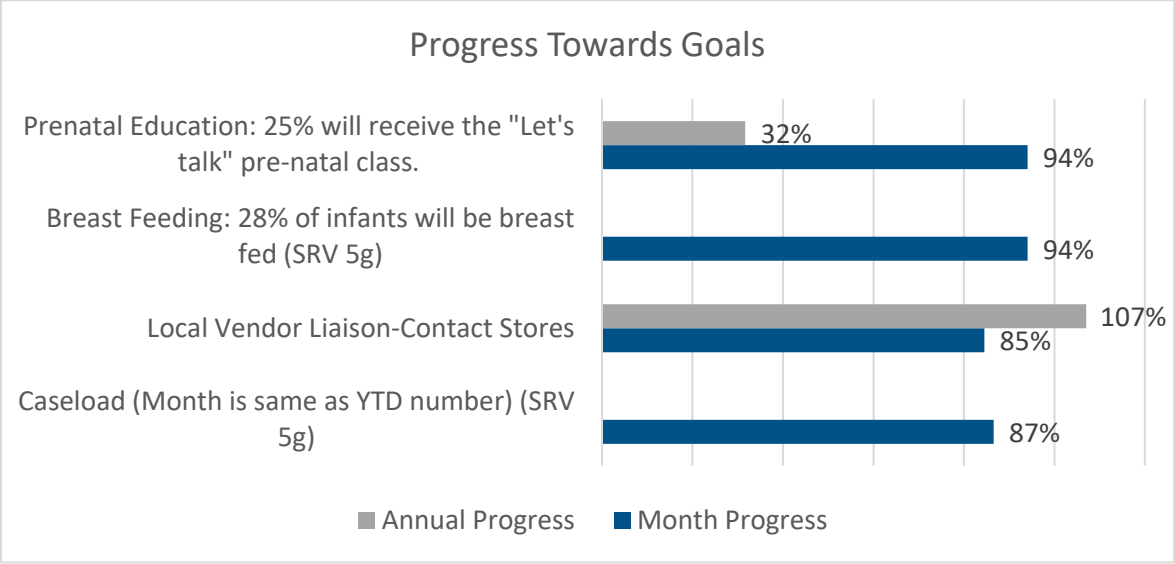
The WIC program provides education, breastfeeding support and food vouchers for families with infants, children up to age 5, and women who are pregnant, postpartum or breast feeding. CAPK WIC operates in 21 sites throughout Kern County, 5 locations in San Bernardino County, and through one mobile WIC clinic to reach hard-to-serve populations.

Services	Month	YTD	Goal	Month Progress	Annual Progress
Caseload (Month is same as YTD number) (SRV 5g)	13,988		16,160	87%	
Local Vendor Liaison-Contact Stores	5	76	71	85%	107%
Breast Feeding: 28% of infants will be breast fed (SRV 5g)	790		840	94%	
Prenatal Education: 25% will receive the "Let's talk" pre-natal class.	63	427	1,350	94%	32%
Outreach	**Month**	**YTD**	**Goal**	**Month**	**Annual**
Enrollment from Website Goal is 100% enrolled	191	1,182	1,400	164%	84%
WIC Presentations and Outreach	0	12	24	0%	50%
Create one PSA for publication in newspaper, television, or social media.	0	2	4	0%	50%
Regional Breast Feeding	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Outreach to stakeholders to increase Breast Feeding knowledge and WIC referrals.	2	21	50	48%	42%

Explanation (Over/Under Goal Progress)

Increased goals for Outreach WIC Presentations and PSA's.
Regional Breast feeding: Lorna to see what Liaison is counting in goal to adjust.
Changed language and goal for Breast Feeding to reflect actual state reporting.
No YTD or annual progress as this is a monthly measure same as monthly caseload.
Changed Regional Breast Feeding goal changed to better reflect current work/activities.

Program Strategic Goals	Progress
1. Develop Nutrition Topics on Facebook/Instagram.	Outreach Coordinator started 6/28/21 - position orientation, and is working with Regional Breastfeeding Liaison to develop messages for World Breastfeeding week in Aug.
2. Develop nutrition course for new hires.	Readiness checklist and Pre-approval plan being completed to send to State WIC.
3. Implement Tele-Health for WIC appointments and counselling.	Test license obtained from State WIC for the Doxy.me platform



Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	Women Infants & Children (WIC) Nutrition
Division/Director	Health & Nutrition Services / Carmen Segovia	**Program Manager**	Lorna Speight
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

The WIC program provides education, breastfeeding support and food vouchers for families with infants, children up to age 5, and women who are pregnant, postpartum or breast feeding. CAPK WIC operates in 21 sites throughout Kern County, 5 locations in San Bernardino County, and through one mobile WIC clinic to reach hard-to-serve populations.

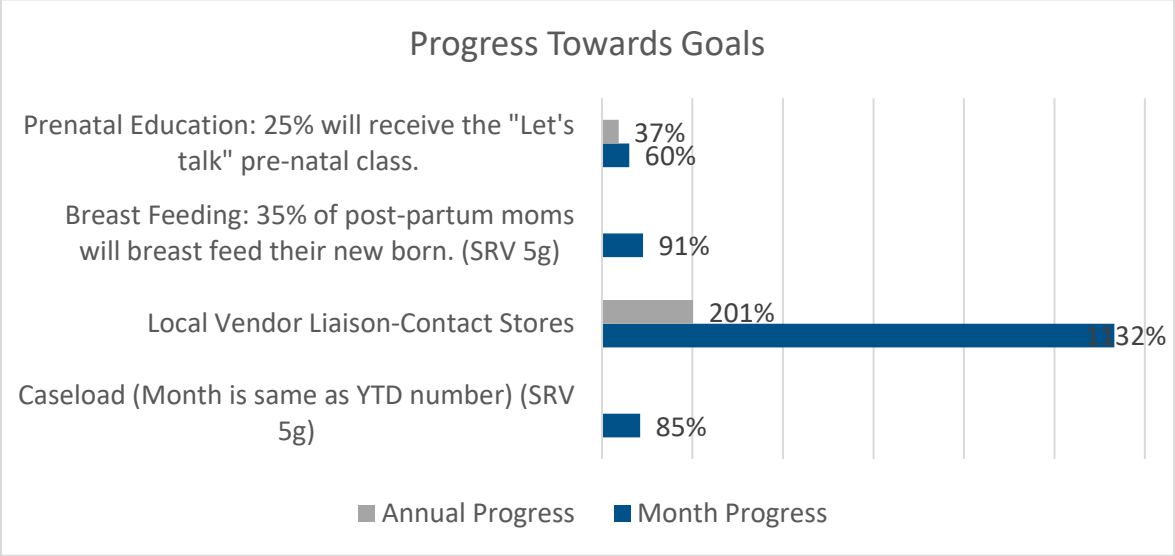
Services	Month	YTD	Goal	Month Progress	Annual Progress
Caseload (Month is same as YTD number) (SRV 5g)	13,661		16,160	85%	
Local Vendor Liaison-Contact Stores	67	143	71	1132%	201%
Breast Feeding: 35% of post-partum moms will breast feed their new born. (SRV 5g)	762		840	91%	
Prenatal Education: 25% will receive the "Let's talk" pre-natal class.	68	495	1,350	60%	37%
Outreach	**Month**	**YTD**	**Goal**	**Month**	**Annual**
Enrollment from Website Goal is 100% enrolled	208	1,390	1,400	178%	99%
WIC Presentations and Outreach	0	12	24	0%	50%
Create one PSA for publication in newspaper, television, or social media.	0	2	4	0%	50%
Regional Breast Feeding	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Outreach to stakeholders to increase Breast Feeding knowledge and WIC referrals.	4	25	50	96%	50%

Explanation (Over/Under Goal Progress)

Increased goals for Outreach WIC Presentations and PSA's.
Regional Breast feeding: Lorna to see what Liaison is counting in goal to adjust.
Changed language and goal for Breast Feeding to reflect actual state reporting.
No YTD or annual progress as this is a monthly measure same as monthly caseload.
Changed Regional Breast Feeding goal changed to better reflect current work/activities.

Community Action Partnership of Kern
Monthly Report 2021

Program Strategic Goals	Progress
1. Develop Nutrition Topics on Facebook/Instagram.	Regional Breastfeeding Liaison to develop messages for World Breastfeeding week in Aug.
2. Develop nutrition course for new hires.	Complete
3. Implement Tele-Health for WIC appointments and counselling.	Readiness checklist and Pre-approval plan being completed to send to State WIC.



Youth and Community Services

East Kern Family Resource Center

Oasis Family Resource Center

Energy, Weatherization, and Utility Assistance

Friendship House Community Center

Shafter Youth Center

Volunteer Income Tax Assistance

Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	East Kern Family Resource Center (EKFRC)
Division/Director	Youth & Community Services Fred Hernandez	**Program Manager**	Matthew Buck
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

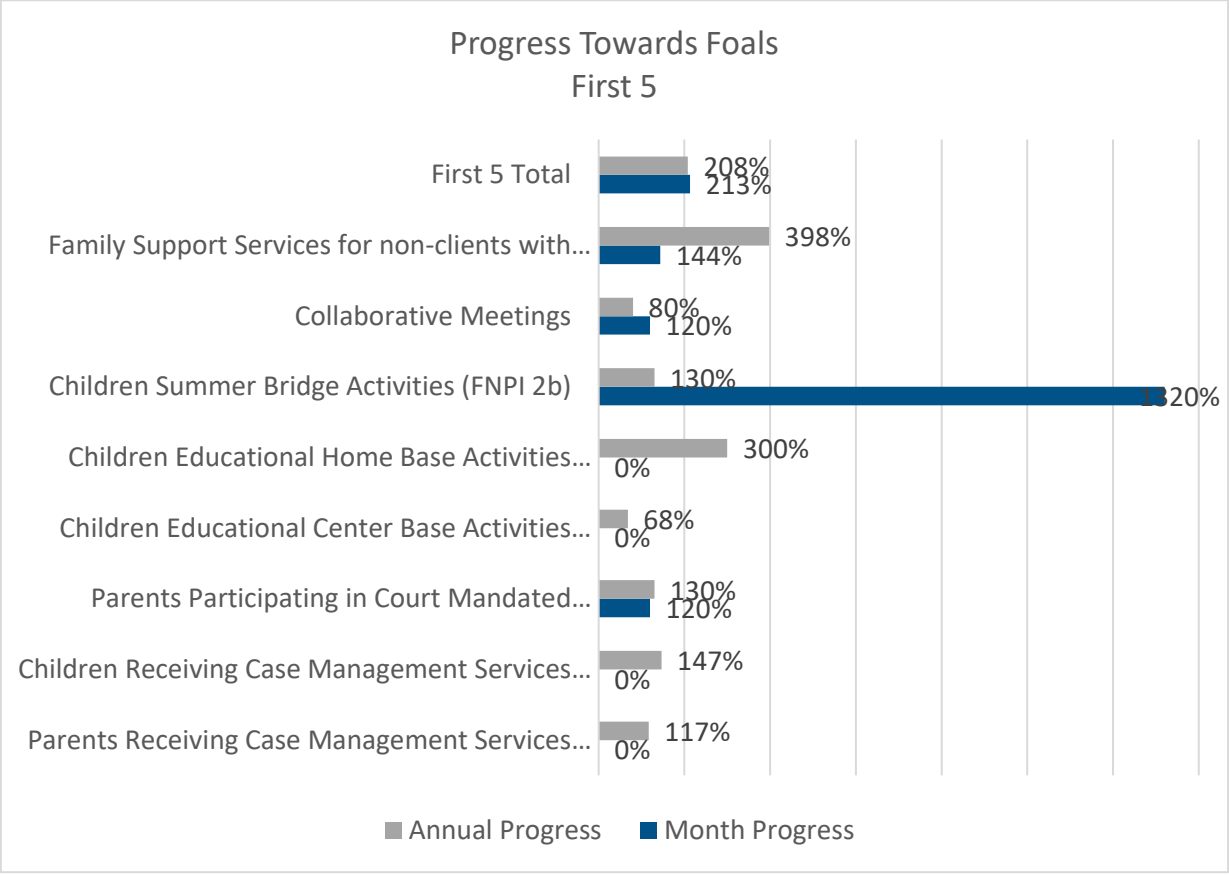
East Kern Family Resource Center is a regional service center based in Mojave that assists individuals and families from the desert and Tehachapi Mountain communities, focusing on families with children who are at risk of abuse and neglect, or possibly unprepared to enter kindergarten successfully.

Differential Response	Month	YTD	Annual Goal	Month Progress	Annual Progress
Provide One Time Referral Services to Families. (SRV 7c)	17	98	130	157%	75%
Provide One Time Referral Services to Children. (SRV 7c)	44	197	300	176%	66%
Case Management-Families. (SRV 7a)	2	39	90	27%	43%
Case Management-Children. (SRV 7a)	5	69	210	29%	33%
Differential Response Total	**68**	**403**	**730**	97%	55%
First 5	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Parents Receiving Case Management Services (SRV 7a)	0	35	30	0%	117%
Children Receiving Case Management Services (SRV 7a)	0	44	30	0%	147%
Parents Participating in Court Mandated Classes (FNPI 5d & SRV 5mm)	1	13	10	120%	130%
Children Educational Center Base Activities (FNPI 2b)	0	17	25	0%	68%
Children Educational Home Base Activities (FNPI 2b)	0	45	15	0%	300%
Children Summer Bridge Activities (FNPI 2b)	11	13	10	1320%	130%
Collaborative Meetings	1	8	10	120%	80%
Family Support Services for non-clients with children 5 and under	6	199	50	144%	398%
First 5 Total	**19**	**374**	**180**	**213%**	208%
Walk-In Services (Non-Clients)	**Month**	**YTD**			
Food/Household Items	35	274			
Referrals/Administrative Services	218	759			

Community Action Partnership of Kern
Monthly Report 2021

Explanation (Over/Under Goal Progress)
While we may be off on some of our monthly goals, we are on-track or exceeding every yearly goal. With DR we are minus both case managers and should be fully staffed again soon. First5 for the month of June focused on the Summer Bridge. Home visits resumed in July and we should be closer to meeting our monthly targets then.

Program Strategic Goals	Progress Towards Goal
1. Create client data base.	In Progress
2. Improve office internet connectivity.	Done.
3. Expand the influence of the East Kern Collaborative.	In Progress



Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	East Kern Family Resource Center (EKFRC)
Division/Director	Youth & Community Services Fred Hernandez	**Program Manager**	Matthew Buck
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

East Kern Family Resource Center is a regional service center based in Mojave that assists individuals and families from the desert and Tehachapi Mountain communities, focusing on families with children who are at risk of abuse and neglect, or possibly unprepared to enter kindergarten successfully.

Differential Response	Month	YTD	Annual Goal	Month Progress	Annual Progress
Provide One Time Referral Services to Families. (SRV 7c)	21	119	130	194%	92%
Provide One Time Referral Services to Children. (SRV 7c)	47	244	300	188%	81%
Case Management-Families. (SRV 7a)	5	44	90	67%	49%
Case Management-Children. (SRV 7a)	8	77	210	46%	37%
Differential Response Total	**81**	**484**	**730**	**124%**	66%

First 5	Month	YTD	Annual Goal	Month Progress	Annual Progress
Parents Receiving Case Management Services (SRV 7a)	10	45	30	400%	150%
Children Receiving Case Management Services (SRV 7a)	20	64	30	800%	213%
Parents Participating in Court Mandated Classes (FNPI 5d & SRV 5mm)	1	14	10	120%	140%
Children Educational Center Base Activities (FNPI 2b)	4	21	25	192%	84%
Children Educational Home Base Activities (FNPI 2b)	22	67	15	1760%	447%
Children Summer Bridge Activities (FNPI 2b)	8	21	10	960%	210%
Collaborative Meetings	1	9	10	120%	90%
Family Support Services for non-clients with children 5 and under	16	215	50	384%	430%
First 5 Total	**82**	**456**	**180**	**592%**	253%

Walk-In Services (Non-Clients)	Month	YTD
Food/Household Items	56	295
Referrals/Administrative Services	588	1129

Explanation (Over/Under Goal Progress)

Community Action Partnership of Kern
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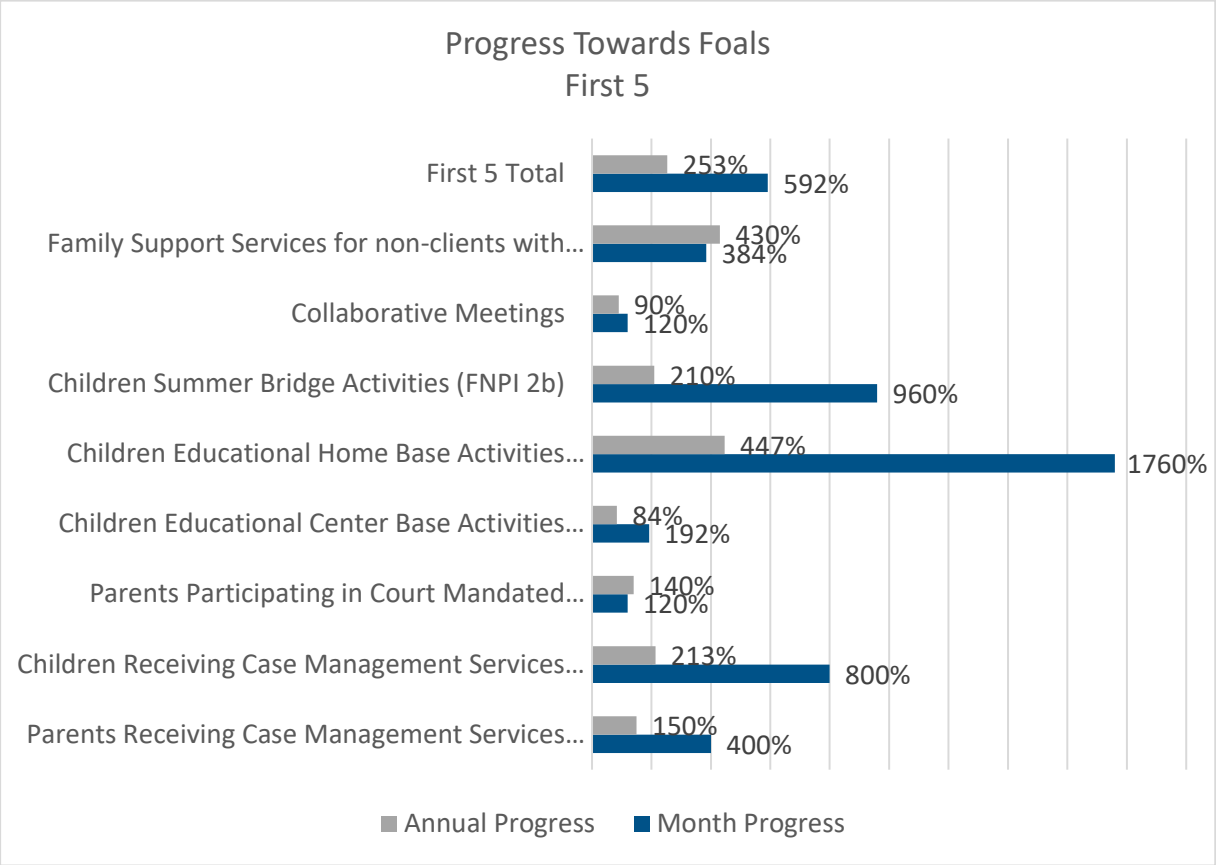
Program Strategic Goals	Progress Towards Goal
1. Create client data base.	In Progress
2. Improve office internet connectivity.	Done.
3. Expand the influence of the East Kern Collaborative.	In Progress



Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	Oasis Family Resource Center
Division/Director	Youth & Community Services Fred Hernandez	**Program Manager**	Eric Le Barbe
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

The Oasis Family Resource Center provides resources, education, and crisis assistance to individuals, families, and children in Ridgecrest and surrounding communities. They focus on providing case management and educational support to families to build resiliency.

First 5	Month	YTD	Goal (6 Mo)	Month Progress	Progress (6 Mo)
Parents Receiving Case Management Services (SRV 7a)	0	0	30	0%	0%
Children Receiving Case Management Services (SRV 7a)	0	0	30	0%	0%
Parents Participating in Court Mandated Classes (FNPI 5d & SRV 5mm)	0	0	10	0%	0%
Children Educational Center Base Activities (FNPI 2b)	0	0	25	0%	0%
Children Educational Home Base Activities (FNPI 2b)	0	0	15	0%	0%
Children Summer Bridge Activities (FNPI 2b)	6	0	10	360%	0%
Collaborative Meetings	1	4	8	75%	50%
Family Support Services for non-clients with children 5 and under	4	0	50	48%	0%
First 5 Total	**11**	**4**	**178**	37%	2%

Walk-In Services (Non-Clients)	Month	YTD
Food/Household Items etc.	0	0
Referrals/Administrative Services	0	0

Explanation (Over/Under Goal Progress)

The OASIS FRC launched their first Summer Bridge program in June. There was no case management services offered in June but new clients were identified.

Program Strategic Goals	Progress Towards Goal
1. Create client data base.	Created new data base in Dynamics
2. Begin providing case management services.	Identified clients from Summer Bridge
3. Implement and educational Homebase and Summer Program for children ages 0 - 5.	6 children attended Summer Bridge Session 1 in July

Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	Oasis Family Resource Center
Division/Director	Youth & Community Services Fred Hernandez	**Program Manager**	Eric Le Barbe
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

The Oasis Family Resource Center provides resources, education, and crisis assistance to individuals, families, and children in Ridgecrest and surrounding communities. They focus on providing case management and educational support to families to build resiliency.

First 5	Month	YTD	Goal (6 Mo)	Month Progress	Progress (6 Mo)
Parents Receiving Case Management Services (SRV 7a)	3	3	30	60%	10%
Children Receiving Case Management Services (SRV 7a)	4	4	30	80%	13%
Parents Participating in Court Mandated Classes (FNPI 5d & SRV 5mm)	0	0	10	0%	0%
Children Educational Center Base Activities (FNPI 2b)	0	0	25	0%	0%
Children Educational Home Base Activities (FNPI 2b)	0	0	15	0%	0%
Children Summer Bridge Activities (FNPI 2b)	12	12	10	720%	120%
Collaborative Meetings	1	5	8	75%	63%
Family Support Services for non-clients with children 5 and under	3	3	50	36%	6%
First 5 Total	**23**	**27**	**178**	78%	15%

Walk-In Services (Non-Clients)	Month	YTD
Food/Household Items	2	2
Referrals/Administrative Services	4	4

Explanation (Over/Under Goal Progress)

The Oasis Family Resource Center offered the second Summer Bridge session at full capacity with 12 children and started offering case management services in the month of June. We are also offering court mandated classes and we have several clients registered to complete the classes.

Program Strategic Goals	Progress Towards Goal
1. Create client data base.	Completed
2. Begin providing case management services.	In progress
3. Implement and educational Homebase and Summer Program for children ages 0 - 5.	Completed

Community Action Partnership of Kern
Monthly Report 2021

Month	June	Program/Work Unit	Energy & Utility Assistance
Division/Director	Youth & Community Services Fred Hernandez	Program Manager	Wilfredo Cruz, Loretta Andrews, Ruben Minor
	January 1, 2021 - December 31, 2021		

Program Description

The Energy Program assists income-eligible Kern County residents with utility bill payment, free weatherization, and energy education at no cost to the participant. Weatherization services include weather stripping; repair or replacement of windows and doors, heating/ cooling appliances, stoves, refrigerators, and more.

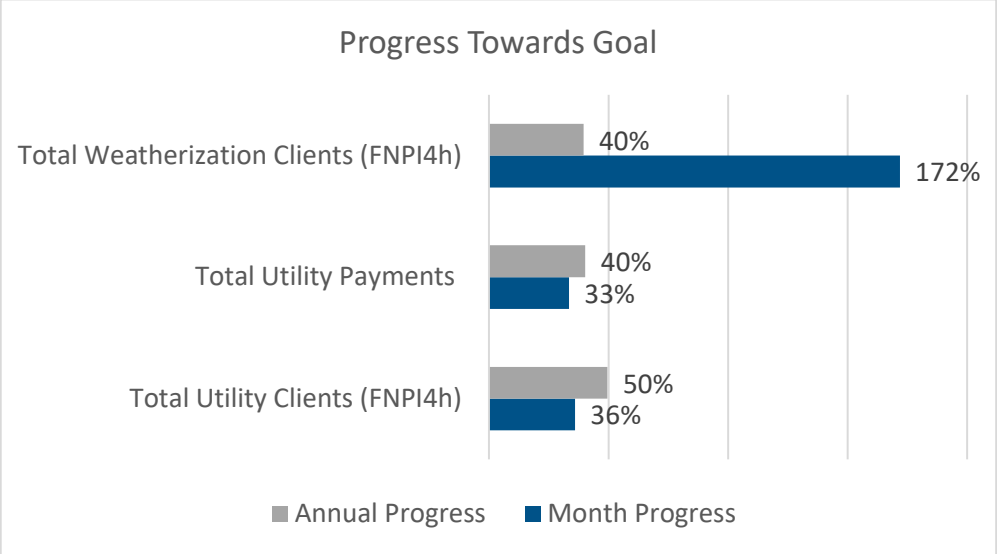
Low-income Home Energy Program (LIHEAP) 2021 Ends June 30, 2022	Month	YTD	Goal	Month Progress	Annual Progress
Clients Served Utilities Assistance	311	742	3,845	97%	19%
Utility Payments	$239,945	575,088	$2,999,043	96%	19%
Clients Served Weatherization	19	41	224	102%	18%
Low-income Home Energy Program (LIHEAP) 2020 Ends December 31,	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Clients Served Utilities Assistance	292	2,064	2,476	142%	83%
Utility Payments	$232,524	$1,530,016	$1,545,423	181%	99%
Clients Served Weatherization	0	1	1	0%	100%
Disgorgement Assistance Program (DAP) Ends December 31, 2021	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Clients Served Utilities Assistance	0	211	210	0%	100%
Utility Payments	0	$145,156	$145,000	0%	100%
Clients Served Weatherization	10	22	29	414%	76%
CARES ACT Ends September 30, 2021	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Clients Served Utilities Assistance	19	2,087	2,077	11%	100%
Utility Payments	$3,259	$915,454	$916,186	4%	100%
Department Of Energy (DOE) Weatherization	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Clients Served Weatherization	0	0	10	0%	0%
Totals	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Total Utility Clients (FNPI4h)	**330**	**3,040**	**6,132**	36%	50%
Total Utility Payments	**$243,204**	**$1,635,698**	**$4,060,229**	33%	40%
Total Weatherization Clients (FNPI4h)	**29**	**104**	**263**	172%	40%

Explanation (Over/Under Goal Progress)

1) **All pending jobs in LIHEAP 2020 were moved to LIHEAP 2021**
2) **Reminder - LIHEAP 2021 contact runs through June 2022**

Community Action Partnership of Kern
Monthly Report 2021

Month	June	Program/Work Unit	Energy & Utility Assistance
Program Strategic Goals		**Progress Towards Goal**	
1. Expedite assistance to client by increasing efficiency in paperwork (Weatherization).		No updates at this time.	
2. Implement a digital inventory system.		No updates at this time.	
3. Improve our outreach methods.		No updates at this time.	



Community Action Partnership of Kern
Monthly Report 2021

Month	July	Program/Work Unit	Energy & Utility Assistance
Division/Director	Youth & Community Services Fred Hernandez	Program Manager	Wilfredo Cruz, Loretta Andrews, Ruben Minor
	January 1, 2021 - December 31, 2021		

Program Description

The Energy Program assists income-eligible Kern County residents with utility bill payment, free weatherization, and energy education at no cost to the participant. Weatherization services include weather stripping; repair or replacement of windows and doors, heating/ cooling appliances, stoves, refrigerators, and more.

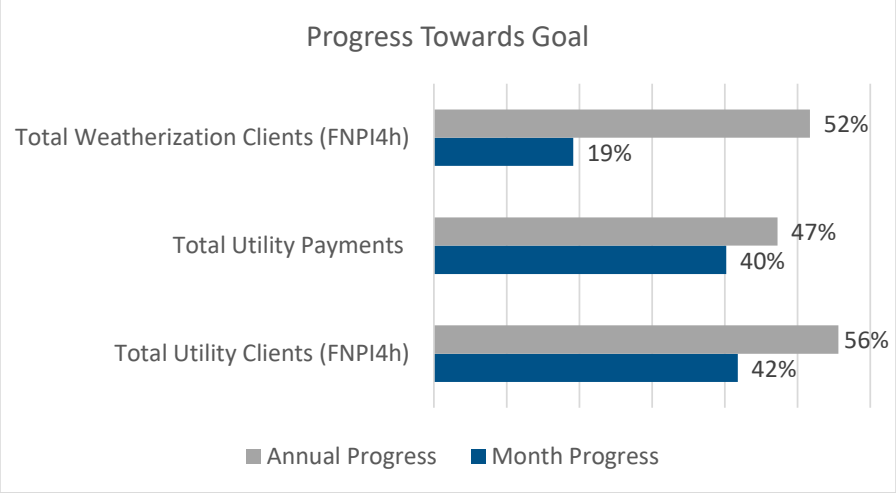
Low-income Home Energy Program (LIHEAP) 2021 Ends June 30, 2022	Month	YTD	Goal	Month Progress	Annual Progress
Clients Served Utilities Assistance	396	1,138	3,845	124%	30%
Utility Payments	$298,979	874,067	$2,999,043	120%	29%
Clients Served Weatherization	3	47	224	16%	21%
Low-income Home Energy Program (LIHEAP) 2020 Ends December 31,	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Clients Served Utilities Assistance	21	2,085	2,476	10%	84%
Utility Payments	$14,098	$1,544,114	$1,545,423	11%	100%
Clients Served Weatherization	0	1	1	0%	100%
Disgorgement Assistance Program (DAP) Ends December 31, 2021	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Clients Served Utilities Assistance	0	211	260	0%	81%
Utility Payments	0	$145,156	$182,000	0%	80%
Clients Served Weatherization	1	23	29	41%	79%
CARES ACT Ends September 30, 2021	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Clients Served Utilities Assistance	3	2,090	2,077	2%	101%
Utility Payments	$738	$916,192	$916,186	1%	100%
Department Of Energy (DOE) Weatherization	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Clients Served Weatherization	0	0	10	0%	0%
Totals	**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Total Utility Clients (FNPI4h)	**399**	**3,439**	**6,182**	42%	56%
Total Utility Payments	**$ 299,717**	**$ 1,935,415**	**$ 4,097,229**	40%	47%
Total Weatherization Clients (FNPI4h)	**32**	**136**	**263**	19%	52%

Explanation (Over/Under Goal Progress)

1) All pending jobs in LIHEAP 2020 were moved to LIHEAP 2021
2) Reminder - LIHEAP 2021 contact runs through June 2022

Program Strategic Goals	Progress Towards Goal
1. Expedite assistance to client by increasing efficiency in paperwork (Weatherization).	No updates at this time.

2. Implement a digital inventory system.	No updates at this time.
3. Improve our outreach methods.	We are currently working with our Executive Division on a comprehensive marketing campaign to include radio, TV, billboards, flyers, and brochures.



Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	Friendship House Community Center (FHCC)
Division/Director	Youth & Community Services Fred Hernandez	**Program Manager**	Lois Hannible
Reporting Period	January 1, 2021 - December 31, 2021		

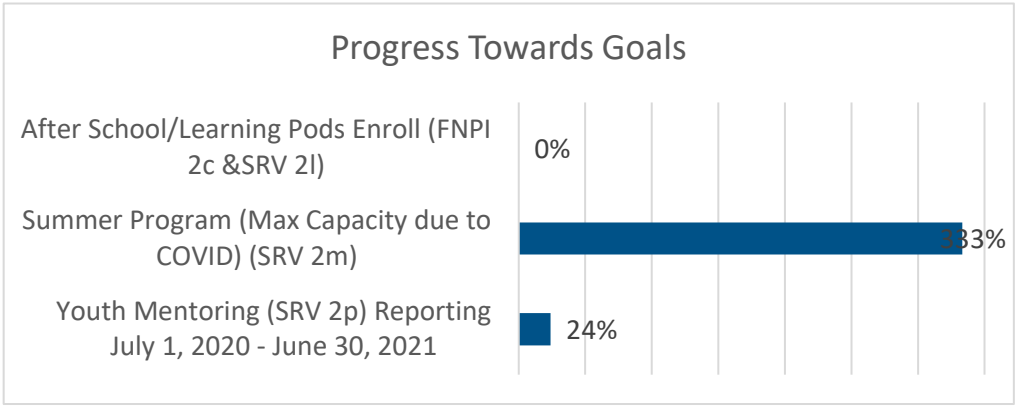
Program Description

Located in Southeast Bakersfield, the program serves children, adults, and families through youth after-school, summer and pre-employment programs, parenting classes, nutrition education, sports, access to social services, and more.

Youth Programs	Current Enrolled	Month (Added)	YTD	YTD Goal	Month Progress	Annual Progress
Youth Mentoring (SRV 2p) Reporting July 1, 2020 - June 30, 2021	55	2	71	100	24%	71%
Summer Program (Max Capacity due to COVID) (SRV 2m)	20	5	25	18	333%	139%
After School/Learning Pods Enroll (FNPI 2c &SRV 2l)	11		23	20	0%	115%
Medi-Cal Outreach		**Month (Added)**	**YTD**	**YTD Goal**	**Month Progress**	**Annual Progress**
Social media emails and impressions		86	2294	3,000	34%	76%
Canvasing phone calls and flyers		5185	15868	15,000	415%	106%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress
1. Develop and implement an education and tutoring program.	Materials and equipment have been secured for the intensive tutoring program. The program is using Renaissance software to implement the tutoring
2. Strengthen technical infrastructure to increase tech based services for youths such as STEM and distance learning.	Wifi upgrade has been completed. Program youth are now able to use Chromebooks to access the tutoring program.
3. Create Advisory Board Recruitment Plan.	A recruitment plan is being discussed/developed for the FHCC Advisory Board.



Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	Friendship House Community Center (FHCC)
Division/Director	Youth & Community Services Fred Hernandez	**Program Manager**	Lois Hannible
Reporting Period	January 1, 2021 - December 31, 2021		

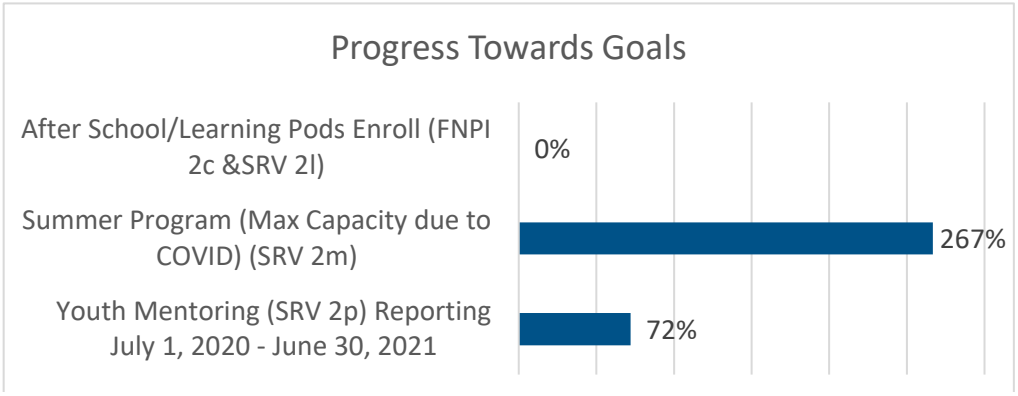
Program Description

Located in Southeast Bakersfield, the program serves children, adults, and families through youth after-school, summer and pre-employment programs, parenting classes, nutrition education, sports, access to social services, and more.

Youth Programs	Current Enrolled	Month (Added)	YTD	YTD Goal	Month Progress	Annual Progress
Youth Mentoring (SRV 2p) Reporting July 1, 2020 - June 30, 2021	30	6	77	100	72%	77%
Summer Program (Max Capacity due to COVID) (SRV 2m)	24	4	29	18	267%	161%
After School/Learning Pods Enroll (FNPI 2c &SRV 2l)	0		23	20	0%	115%
Medi-Cal Outreach		**Month (Added)**	**YTD**	**YTD Goal**	**Month Progress**	**Annual Progress**
Social media emails and impressions		53	2347	3,000	21%	78%
Canvasing phone calls and flyers		4364	20232	15,000	349%	135%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress
1. Develop and implement an education and tutoring program.	Materials and equipment have been secured for the FHCC intensive tutoring program. The program is using Renaissance software to implement the
2. Strengthen technical infrastructure to increase tech based services for youths such as STEM and distance learning.	Wifi upgrade has been completed. Program youth are now able to utilize Chromebooks to access the program tutoring service.
3. Create Advisory Board Recruitment Plan.	A recruitment plan is being discussed/developed for the FHCC Advisory Board.



Community Action Partnership of Kern
Monthly Report 2021

Month	June	Program/Work Unit	Shafter Youth Center (SYC)
Division/Director	Youth & Community Services Fred Hernandez	Program Manager	Angelica Nelson
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

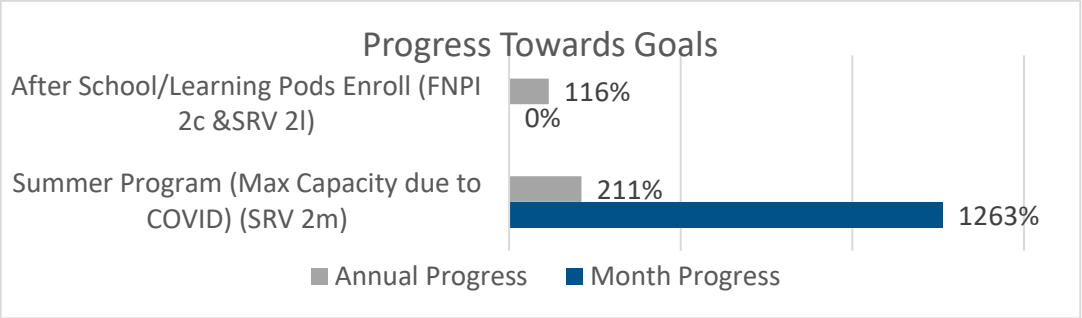
SYC serves children, adults, and families through youth after-school, summer and pre-employment programs, parenting classes, nutrition education, sports, access to social services, and more.

Youth Programs	Current Enrolled	Month	YTD	Goal	Month Progress	Annual Progress
Summer Program (Max Capacity due to COVID) (SRV 2m)	20	20	40	19	1263%	211%
After School/Learning Pods Enroll (FNPI 2c &SRV 2l)	0	0	22	19	0%	116%
Community Programs (On Hold due to COVID)		**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Zumba		0	0	30	0%	0%
Fitness Boot Camp		0	0	30	0%	0%
Open Basketball		0	0	45	0%	0%
Tai-Chi		0	0	12	0%	0%
Outreach		**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Outreach Events		1	5	6	200%	83%
Community Events		2	7	6	400%	117%

Explanation (Over/Under Goal Progress)

In collaboration with Dignity Health, the Shafter Youth Center will be providing mental health support group services for the community of Shafter. The services will be provide on site and virtually starting in the month of August.

Program Strategic Goals	Progress
1. Develop program services to grow enrollment while maintaining safety	In progress.
2. Increase youth programs offered such as STEM, Art & Culture, Healthy life styles, etc.	We received funding to provide STEM and Art activities in our after school programs.
3. Increase staff development opportunities.	In progress.


Progress Towards Goals
After School/Learning Pods Enroll (FNPI 2c &SRV 2l)
116%
0%
Summer Program (Max Capacity due to COVID) (SRV 2m)
211%
1263%
Annual Progress
Month Progress

Community Action Partnership of Kern
Monthly Report 2021

Month	July	Program/Work Unit	Shafter Youth Center (SYC)
Division/Director	Youth & Community Services Fred Hernandez	Program Manager	Angelica Nelson
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

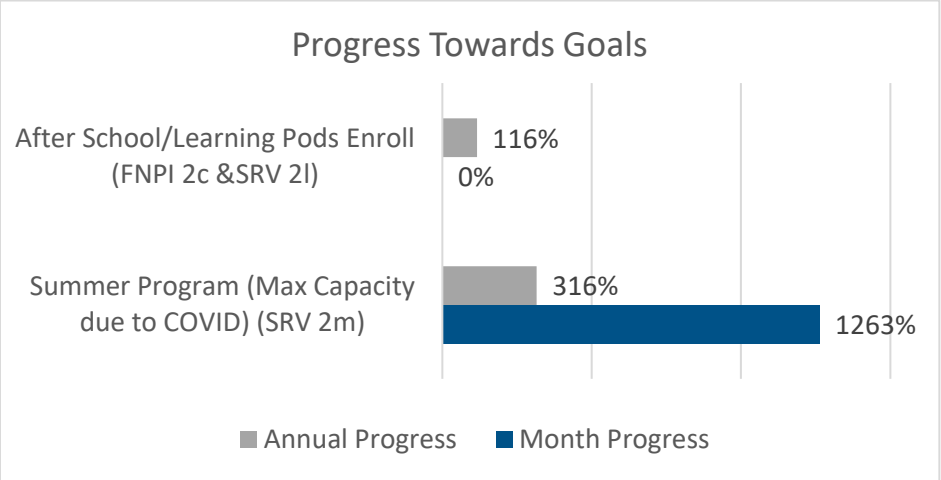
SYC serves children, adults, and families through youth after-school, summer and pre-employment programs, parenting classes, nutrition education, sports, access to social services, and more.

Youth Programs	Current Enrolled	Month	YTD	Goal	Month Progress	Annual Progress
Summer Program (Max Capacity due to COVID) (SRV 2m)	20	20	60	19	1263%	316%
After School/Learning Pods Enroll (FNPI 2c &SRV 2l)	0	0	22	19	0%	116%
Community Programs (On Hold due to COVID)		**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Zumba		0	0	30	0%	0%
Fitness Boot Camp		0	0	30	0%	0%
Open Basketball		0	0	45	0%	0%
Tai-Chi		0	0	12	0%	0%
Outreach		**Month**	**YTD**	**Goal**	**Month Progress**	**Annual Progress**
Outreach Events		0	5	6	0%	83%
Community Events		1	8	6	200%	133%

Explanation (Over/Under Goal Progress)

In the month of July our summer program ended with great success and we were able to assist 20 students with their current academic struggles. A new educational program was implemented during the summer and the program will continue during the regular academic year.

Program Strategic Goals	Progress
1. Develop program services to grow enrollment while maintaining safety	In progress.
2. Increase youth programs offered such as STEM, Art & Culture, Healthy life styles, etc.	STEM and Art classes will be provided to the students that participate in our after school
3. Increase staff development opportunities.	In progress.


Progress Towards Goals
After School/Learning Pods Enroll (FNPI 2c &SRV 2l)
116%
0%
Summer Program (Max Capacity due to COVID) (SRV 2m)
316%
1263%
Annual Progress
Month Progress

Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	Volunteer Income Tax Assistance (VITA)
Division/Director	Youth & Community Services Fred Hernandez	**Program Manager**	Jacqueline Guerra
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

VITA offers no-cost tax preparation and e-filing for low and moderate-income individuals and families. VITA also assists eligible clients to take advantage of the Earned Income Tax Credit (EITC), increasing their tax return and boosting the local economy. All VITA services are provided by IRS-certified staff and volunteers.

Completed Returns	Month	YTD	Goal	Month Progress	Annual Progress
Federal	130	4,595	6,000	34%	77%
State	108	4,201	6,000	31%	70%
Total Returns (State included with Federal) (SRV 3o)	**130**	**4,595**	**6,000**	34%	77%

Refunds and Credits	Month	YTD	Goal	Month Progress	Annual Progress
Federal Refunds	$163,177	$5,742,626	$3,500,500	34%	164%
State Refunds	$26,076	$857,200	$730,000	37%	117%
Federal EITC (SRV 3o)	$43,131	$2,156,631	$2,300,000	24%	94%
CalEITC (SRV 3o)	$8,562	$359,356	$350,000	29%	103%
Total Refunds and Credits	**$240,946**	**$9,115,813**	**$6,880,500**	32%	132%

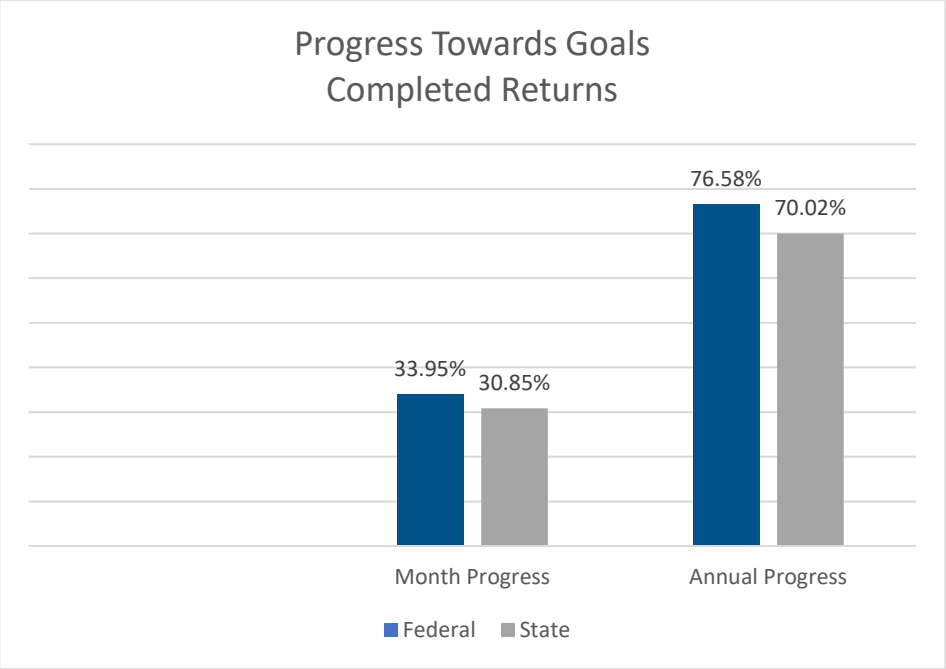
Individual Taxpayer Identification Number (ITIN)	Month	YTD	Goal	Month Progress	Annual Progress
Applications	14	62	25	271%	248%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress Towards Goal
1. Develop and implement site expansion plan.	Scheduled to begin site expansion in October to December 2021.
2. Build community awareness of VITA services.	Sent out over 5,000 postcards in English and Spanish to low to moderate income residents in Kern County to inform about the Golden State Stimulus and services offered year-round at CAPK VITA.
3. Develop and implement volunteer retainment plan.	Recruitment and volunteer training will begin in October.

Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	Volunteer Income Tax Assistance (VITA)



Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	Volunteer Income Tax Assistance (VITA)
Division/Director	Youth & Community Services Fred Hernandez	**Program Manager**	Jacqueline Guerra
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

VITA offers no-cost tax preparation and e-filing for low and moderate-income individuals and families. VITA also assists eligible clients to take advantage of the Earned Income Tax Credit (EITC), increasing their tax return and boosting the local economy. All VITA services are provided by IRS-certified staff and volunteers.

Completed Returns	Month	YTD	Goal	Month Progress	Annual Progress
Federal	60	4,655	6,000	15%	78%
State	50	4,251	6,000	14%	71%
Total Returns (State included with Federal) (SRV 3o)	**60**	**4,655**	**6,000**	15%	78%

Refunds and Credits	Month	YTD	Goal	Month Progress	Annual Progress
Federal Refunds	$33,868	$5,776,494	$3,500,500	7%	165%
State Refunds	$5,153	$862,353	$730,000	7%	118%
Federal EITC (SRV 3o)	$8,076	$2,164,707	$2,300,000	4%	94%
CalEITC (SRV 3o)	$4,087	$363,443	$350,000	13%	104%
Total Refunds and Credits	**$51,184**	**$9,166,997**	**$6,880,500**	7%	133%

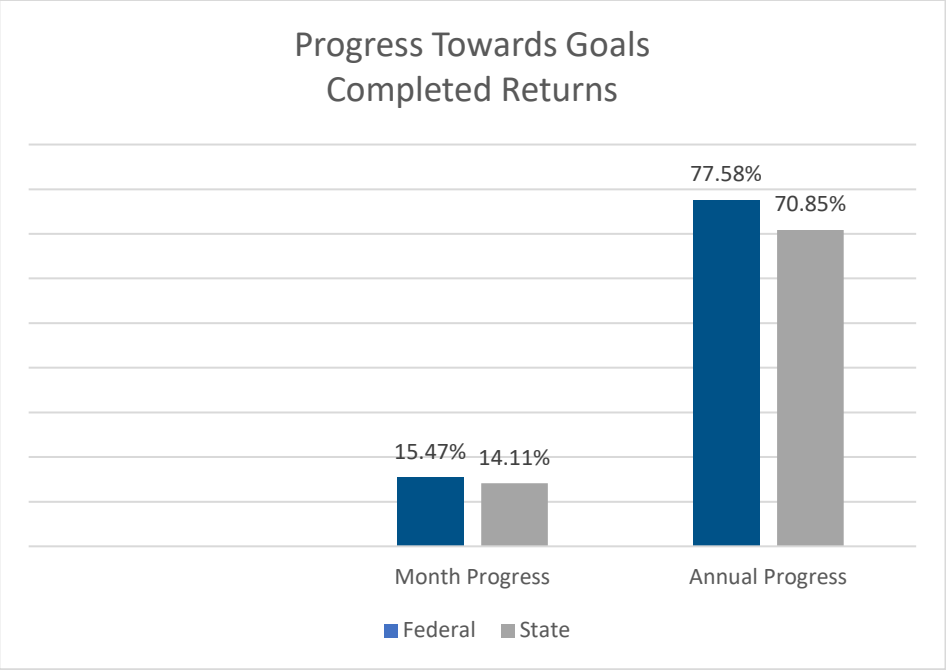
Individual Taxpayer Identification Number (ITIN)	Month	YTD	Goal	Month Progress	Annual Progress
Applications	0	62	25	0%	248%

Explanation (Over/Under Goal Progress)

Program Strategic Goals	Progress Towards Goal
1. Develop and implement site expansion plan.	n/a
2. Build community awareness of VITA services.	n/a
3. Develop and implement volunteer retainment plan.	n/a

Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	Volunteer Income Tax Assistance (VITA)



Operations

Business Services

Maintenance

Information Technology

Risk Management

Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/Work Unit**	Operations: Business Services, Maintenance, Information Technology, Risk Management
Division/Director	Operations/Emilio Wagner/Todd Payne Assistant Director	**Program Managers**	Dan Ripoli, Douglas Dill, Kerri Davis, Laurie Sproule
Reporting Period	January 1, 2021 - December 31, 2021		

Division Description

Facility repair and maintenance, procurement, information technology, risk insurance, vehicle registration, contracts, facility leases and facility planning.

Business Services

Activity	Requested	In Progress	Processed	Processed YTD	Average Response Time	Response Time Target
Purchase Orders			186	1109	TBD	TBD
Contracts	6	25	7	59	TBD	TBD
Leases	5	26	6	9	TBD	TBD
Requests for Proposals	1	2	2	6	TBD	TBD

Maintenance & Operations

Activity	Received	In Progress	Processed	Processed YTD	Average Response Time	Response Time Target
Facility Work Orders	279	61	218	1327	TBD	TBD

Information & Technology

Activity	Received	In Progress	Processed	Processed YTD	Average Response Time	Response Time Target
Help Desk Work Orders	310		315	1708	TBD	TBD

Risk Management

Workers Comp Claims	Reported	Reported YTD	Other		Reported	Reported YTD
First Aid (Reported only)	3	25	General Liability		1	2
First Aid	2	15	Property Incidents		3	17
Medical Treatment	1	2	Vehicle Incidents		2	9
Modified Duty	0	2	Litigated		0	3
Lost Time	0	0				
Non-Industrial (not work related)	0	1				
Under Investigation	0	0				
Confirmed Work Related COVID	0	28				

RFPs	Contracts
Mental Health Consultant -SJEHS	Colombo Construction (Head Start)
Insurance Broker RFP -Agency	Office 1 (Maintenance)
	Office 1 (LBNC)
	Tel Tec (Various Programs) Phase #2
	Escuelita Hernandez (Partnership) Amend I
	Bakersfield Glass Amendment I (Energy $25,000)
Risk Projects	ACI (M St. $4,131)
Final Rev Draft Fleet Vehicle Policy	Transwest Amendment II
Final Draft ATD Exposure Plan	Office 1 Comm. Dev.
Final Draft PPE Manual	Zero to Three (Head Start)
Final Draft Wildfire Smoke Mgmt	Sarana Educational Consulting (Head Start)
Final Draft Workplace Violence	Signco (Food Bank $1,127.16)
Final Draft Bloodborne Pathogens	ACI Change Order No. 1 (1900 East Cal.)
Draft of GPS Policy	County Library Bookmobile
See below	United Way Kern County Amendment I
IT Projects	Lakeshore (EHS SJ)
AT&T Switch Ethernet installation	Michael K Brown Amendment II
Head Start Networking upgrades	Michael K. Brown (Irrigation Install.) Comm. Dev.
Server Upgrades	Clark Appraisal (EHS SJ)
EKFRC Computer Upgrades	United Way Tulare County Addendum
	Michael K. Brown Amendment
	People Ready (Maintenance) $3,067.68
	AYSO (Friendship House) $1,600
	Elegant Car Wash $8,400 (Energy)
Leases	Tel Tec Agency wide Agreement renewal
277 E. Front St Buttonwillow (WIC)	
7000 Doe Ave. (MCAP)	
15682 K St. Mojave	
425 E. Fairview (Head Start)	
1001 Main St. Delano (WIC)	
1815 Van Ness Ave. (MCAP)	
216 West 7th St. (Hanford)	
108 S. Robinson St. Tehachapi (WIC)	
26904 Nichols St. Boron (WIC)	
2400 Planz Rd. (Head Start)	
8201 Palm Ave.Lamont (Head Start)	
4600 Panama Lane (WIC)	
741 Palm Ave. Wasco (WIC)	
2550 East. Belle Terrace Ste. 501-502	
2800 D. Street (EHS SJ)	
2885 E. Harding (EHS SJ)	
4182 Gastin Drive (WIC)	
525 Roberts Lane (WIC)	

741 Palm Ave. (WIC)
1940 Inyo Street (WIC)
16804 Highway 14 (EKFRC)
15580 O St. (WIC)
500 E. California Ave. (WIC)
2854 Felsite Ave. (Head Start)
410 Perkins Ave. (Head Start)
2323 16th St. Suite 305
Risk Projects
Final Draft COVID-19 Prevention Protocols for
Final Draft COVID-19 Prevention Protocols for Ridesharing in CAPK Homeless Transport
Updated Charter for Operational Risk Management Advisory Committee
Final Draft Rev 2021 Fire Extinguisher Program
Final Draft Opioid Overdose Response and Naloxone Administration Procedures
Complete renewal applications for W/C and AD&D coverage

Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/Work Unit**	Operations: Business Services, Maintenance, Information Technology, Risk Management
Division/Director	Operations/Emilio Wagner/Todd Payne Assistant Director	**Program Managers**	Dan Ripoli, Douglas Dill, Kerri Davis, Laurie Sproule
Reporting Period	January 1, 2021 - December 31, 2021		

Division Description

Facility repair and maintenance, procurement, information technology, risk insurance, vehicle registration, contracts, facility leases and facility planning.

Business Services

Activity	Requested	In Progress	Processed	Processed YTD	Average Response Time	Response Time Target
Purchase Orders			201	1310	TBD	TBD
Contracts	4	8	21	80	TBD	TBD
Leases	5	22	4	13	TBD	TBD
Requests for Proposals		2	0	6	TBD	TBD

Maintenance & Operations

Activity	Received	In Progress	Processed	Processed YTD	Average Response Time	Response Time Target
Facility Work Orders	203	40	163	1490	TBD	TBD

Information & Technology

Activity	Received	In Progress	Processed	Processed YTD	Average Response Time	Response Time Target
Help Desk Work Orders	249		268	1976	TBD	TBD

Risk Management

Workers Comp Claims	Reported	Reported YTD	Other		Reported	Reported YTD
First Aid (Reported only)	5	30	General Liability		0	2
First Aid	4	19	Property Incidents		0	17
Medical Treatment	0	2	Vehicle Incidents		1	10
Modified Duty	0	2	Litigated			3
Lost Time	0	0				
Non-Industrial (not work related)	0	1				
Under Investigation	0	0				
Confirmed Work Related COVID	0	28				

RFPs	Contracts
Mental Health Consultant -SJEHS	Colombo Construction (Head Start)
Insurance Broker RFP -Agency	Office 1 (Maintenance)
	Escuelita Hernandez (Partnership) Amend I
	Bakersfield Glass Amendment I (Energy $25,000)
	Office 1 Comm. Dev.
	Michael K Brown Amendment II
Risk Projects	Tel Tec Agency wide Agreement renewal
Final Rev Draft Fleet Vehicle Policy	
Final Draft ATD Exposure Plan	
Final Draft PPE Manual	
Final Draft Wildfire Smoke Mgmt	
Final Draft Workplace Violence	
Final Draft Bloodborne Pathogens	
Draft of GPS Policy	
See below	
IT Projects	
AT&T Switch Ethernet installation	
Head Start Networking upgrades	
Server Upgrades	
SJC Computer Upgrades	
Leases	
277 E. Front St Buttonwillow (WIC)	
15682 K St. Mojave	
425 E. Fairview (Head Start)	
1001 Main St. Delano (WIC)	
1815 Van Ness Ave. (MCAP)	
216 West 7th St. (Hanford)	
108 S. Robinson St. Tehachapi (WIC)	
26904 Nichols St. Boron (WIC)	
2400 Planz Rd. (Head Start)	
8201 Palm Ave.Lamont (Head Start)	
4600 Panama Lane (WIC)	
741 Palm Ave. Wasco (WIC)	
2550 East. Belle Terrace Ste. 501-502	
2800 D. Street (EHS SJ)	
2885 E. Harding (EHS SJ)	
1940 Inyo Street (WIC)	
16804 Highway 14 (EKFRC)	
15580 O St. (WIC)	
500 E. California Ave. (WIC)	
2854 Felsite Ave. (Head Start)	

410 Perkins Ave. (Head Start)
2323 16th St. Suite 305
Risk Projects
Final Draft COVID-19 Prevention Protocols for
Final Draft COVID-19 Prevention Protocols for Ridesharing in CAPK Homeless Transport
Updated Charter for Operational Risk Management Advisory Committee
Final Draft Rev 2021 Fire Extinguisher Program
Final Draft Opioid Overdose Response and Naloxone Administration Procedures
Complete renewal applications for W/C and AD&D coverage

Administration

Grant Development

CAPK Foundation

Outreach & Marketing

Community Action Partnership of Kern
Monthly Report 2021

Month	June	**Program/ Work Unit**	Grant Development, CAPK Foundation, and Outreach
Division/Director	Executive/Pritika Ram	**Program Manager**	N/A
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description
Grant research on funding resources and opportunities, proposal preparation, and special projects. Media and public relations, agency and program promotional materials, advocacy, social media and website management, special events and fundraising, English-Spanish translations.

Outreach Social Media	**Month**	**YTD**	**Annual Goal**	**Month Progress**	**Annual Progress**
Website User Sessions	16,234	116,623	180,000	108%	65%
Facebook Impressions - number of times users see content	25,984	264,824	900,000	35%	29%
Other Social Media Impressions	6,250	66,043	220,000	34%	30%

Outreach Advocacy	**Outreach Special Projects**
Provided Media Interaction training to	Supported MCAP legislative effort to supplement
Outreach staff in CAPK Programs	funding for migrant childcare offices
Promoted, Facebook live streamed and	Created materials for memorial service M Street
photographed Hire-Up graduation at M Street	client Mario Hernandez
Created materials promoting Rental	Mailed CAPK Annual Report
Assistance	Visited Central Valley Food Bank
Worked on redesign of Head Start webpage	Created maps and folders for Food Bank Expansion

Grants In Progress/Research	**Projects**
Waterman Grant	UAT training with Volunteer Management, expected implementation September 2021
Delta Dental	CRM Referral Management starting (June - Sept.)
	CDC & CDFI needs assessment consultation
	2016 - 2021 Strategic Plan Cloesout
	2021 -24 Strategic Plan Development
	Ongoing Bookmobile Project

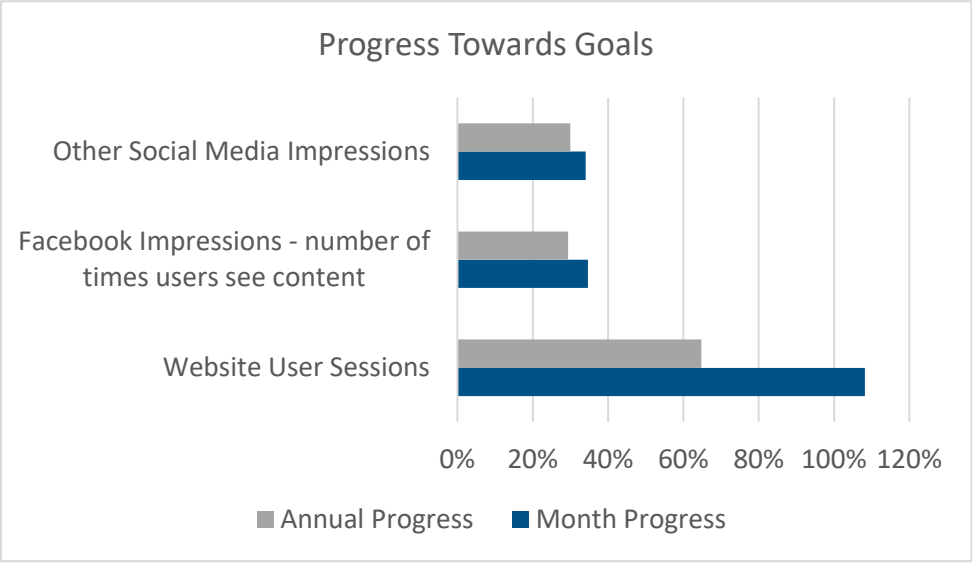
CSBG	**ROMA**
Performance Indicator trainings with Programs	Mid-year check in
Client Demographic Preparation	

Foundation	
Month 2 of CCS Fundraising Consultant	Refer to 30/60/90 Plan
Fundraising Plan Development	
Food Bank Capital Campaign and Donor	
Employee Giving Program Development	

Explanation (Over/Under Goal Progress)

Community Action Partnership of Kern
Monthly Report 2021

Program Strategic Goals	Progress Towards Goal
Customer Relationship Management Projects, including Volunteer Management and Referral Management	
Conduct In depth program specific needs assessment	



Community Action Partnership of Kern
Monthly Report 2021

Month	July	**Program/ Work Unit**	Grant Development, CAPK Foundation, and Outreach
Division/Director	Executive/Pritika Ram	**Program Manager**	N/A
Reporting Period	January 1, 2021 - December 31, 2021		

Program Description

Grant research on funding resources and opportunities, proposal preparation, and special projects. Media and public relations, agency and program promotional materials, advocacy, social media and website management, special events and fundraising.

Outreach Social Media	Month	YTD	Annual Goal	Month Progress	Annual Progress
Website User Sessions	18,038	134,661	180,000	120%	75%
Facebook Impressions - number of times users see content	40,892	305,716	900,000	55%	34%
Other Social Media Impressions	10,086	76,129	220,000	55%	35%

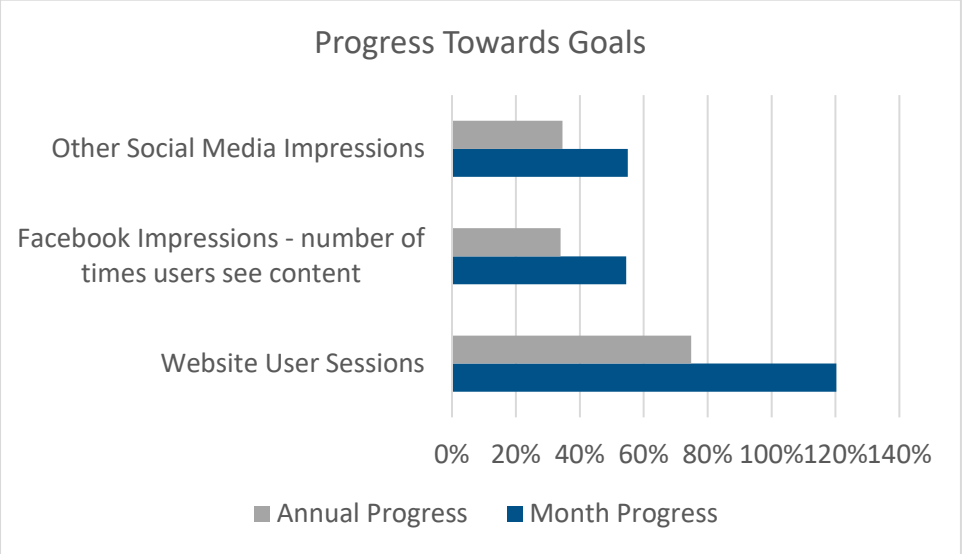
Outreach Advocacy	Outreach Special Projects
Added Calendar to CAPK Food Bank webpage	Helped prepare and share new mask protocols to all CAPK staff
Provided Marketing training to new employees	
Supported announcement of $130,000 grant from Health Net for refrigerated Food Bank truck	Participated in CalCAPA Legislative Workshop and James Burger joined CalCAPA's outreach and advocacy committee
Developed plan for CAPK Website improvements	Developed plans for organized grants and outreach training for all new CAPK employees
Purchased outreach equipment for events	
Updated CAPK PowerPoint Presentation	Filmed and edited Head Start welcome back video
Updated WIC Website	Finalized Feed Kern Now Booklet for promoting Food Bank Expansion
Worked with programs to set up branded outreach equipment for events	Partnered with Clinica Sierra Vista and the Jakara Movement to plan vaccine clinics

Grants In Progress/Research	Projects
California State Department of Social Services Food Bank Expansion Allocation	UAT training with Volunteer Management, expected implementation September 2021
CAL Water Community Giving	CRM Referral Management starting (June - Sept.)
OGALS Regional Park Program	CDC & CDFI needs assessment consultation
PG&E Community Resilience	2021 -24 Strategic Plan Development
Campbell Foundation	Ongoing Bookmobile Project
RFP 2-1-1 Expansion to Fresno and Madera Counties	Vaccine Education and Partnerships
Small Business Development - Pilot Navigator Program	
Emergency Response / Wildfire grants	PG&E - Food Bank and 2-1-1

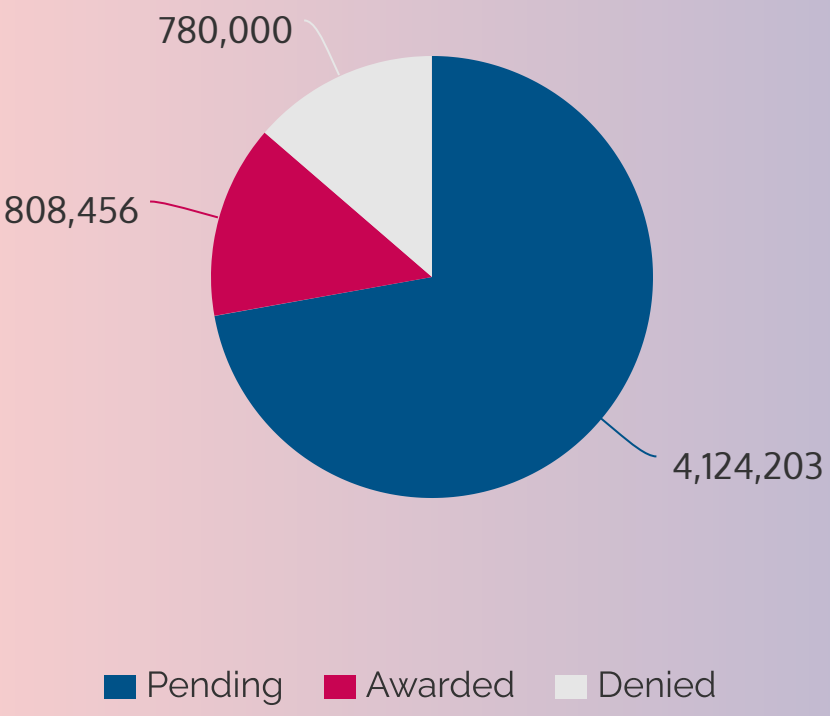
CSBG	ROMA
Performance Indicator trainings with Programs	
Client Demographic Preparation	

Community Action Partnership of Kern
Monthly Report 2021

Foundation	
Development of Foundation Website	Proposed Personnel Change - Vacant Director
Board Orientation Packet	
6 month Board member Check-in	
Explanation (Over/Under Goal Progress)	
Program Strategic Goals	**Progress Towards Goal**
Customer Relationship Management Projects, including Volunteer Management and Referral Management continuing to progress	Roll-out expected in September 2021
Conduct In depth program specific needs assessment	Ongoing / Quarterly basis



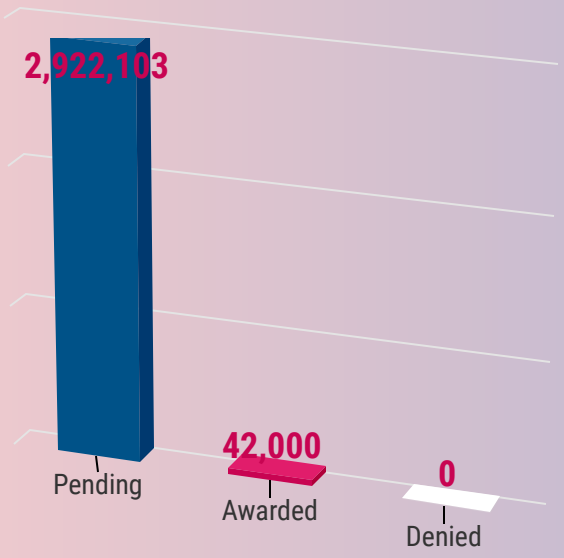
Application Status Report
June and July 2021



Grant Funding Year-to-Date

January 1, 2021, to
July 31, 2021

App Status June and July 2021



Donations

89

$56,872

Application Status Report Detail
June & July 2021

Funder	Description	Program	Amount Requested	Amount Awarded	Deadline	Decision Date	Date Submitted	Status
Union Bank	VITA South East Service Expansion	Volunteer Income Tax Assistance (VITA)	$ 65,000.00	$ 5,000.00	5/7/2021	7/9/2021	5/5/2021	Awarded
Delta Dental Community Care Foundation	Delta Dental Community Care Foundation COVID-19 Funding Application	Shafter Youth Center (SYC)	$ 15,000.00	$ 30,000.00	5/30/2021	5/28/2021	5/10/2021	Awarded
US Internal Revenue Service (IRS)	VITA 2020/2021 - Year 2	Volunteer Income Tax Assistance (VITA)	$ 200,693.00	$ -	6/4/2021		6/3/2021	Pending
First 5 Kern	HRSA COVID Vaccine Education and Outreach	Family Resource Centers	$ 150,000.00	$ -	6/11/2021		6/11/2021	Pending
Fred Bergfors and Margaret Sandberg Foundation Inc	2021 General Donation	Food Bank	$ 40,000.00	$ 40,000.00	6/28/2021	6/28/2021		Awarded
Stater Bros. Charities	Children Well-being Emergency Support	Oasis FRC	$ 2,500.00	$ -	6/30/2021		6/24/2021	Pending
Pacific Gas and Electric Company (PG&E)	CBO Direct Program	Food Bank and 2-1-1	$ 10,000.00	$ -	7/2/2021		7/2/2021	Pending
Target	Shafter Youth Center Mobile Art Workshops	Shafter Youth Center (SYC)	$ 2,000.00	$ 2,000.00	7/8/2021	7/21/2021	7/7/2021	Awarded
Target	2021 Target Community Engagement Funds Grant	M Street Navigation Center	$ 2,500.00	$ -	7/23/2021			Pending
US SBA OED (Office of Entrepreneurial Development)	CDFI, Community Economic Development, Small Business	Agency-level	$ 2,500,000.00	$ -	7/23/2021			Pending
Cal Water	Food Bank Operational Support	Food Bank	$ 2,500.00	$ -	7/27/2021		7/27/2021	Pending
Wells Fargo	East Kern Family Resource Center Transpiration	East Kern Family Resource Center (EKFRC)	$ 53,910.00	$ -	7/30/2021		7/29/2021	Pending

Community Action Partnership of Kern
Funding Profile

Funding Information			
Funding Type	Government	**CAPK Program**	CAPK Food Bank
Funding Agency	California Department of Social Services	**Project Name**	Food Bank Capacity Expansion
CFDA	N/A	**Target Population**	Food insecure, low income
Reapplication (Y/N)	Yes	**Number to be served**	appx. 840,000
Estimated Request	$71,006.49	**Division Director**	Carmen Segovia
Award Period	2021-2022	**Program Manager**	Carrie Farwell

Project Goal (One sentence goal statement)

The CAPK Food bank will use the requested funds to procure and distribute food throughout Kern County.

Project Description (Brief one paragraph description)

In 2019, the CAPK Food Bank received $363,636 in order to purchase generators and materials to efficiently equip the location to supply power to the facility during planned safety and unplanned power outages. At the extension of the award, this year's food bank allocation will allow further funding to purchase up to 9 High Volume Low Speed (HVLS). These fans will assure that the Food Bank is fully operational and that all materials including staff and volunteers are within a safe working environment during extreme weather conditions and unforeseen implications. The number of fans purchased and the vendor choice will be at the discretion of CAPK s Director of Operations, Emilio Wagner.

Estimated Budget Summary

The requested funding of $71,006.49 will be used to purchase the fans and all correlating materials

Approvals:

C Segovia — Carmen Segovia (Jul 29, 2021 08:35 PDT) — Jul 29, 2021
1. Division Director — Date

Pritika Ram — Jul 29, 2021
2. Director of Administration — Date

Jul 29, 2021
3. Chief Program Officer — Date

Stacy Webster — Jul 29, 2021
4. Chief Financial Officer — Date

Jeremy T Tobias — Jeremy T Tobias (Jul 29, 2021 09:14 PDT) — Jul 29, 2021
5. Chief Executive Officer — Date

Date Presented / Approved:

PRE Approval: _____ B&F Approval: _____ Executive Approval: _____ Board Approval: _____

Community Action Partnership of Kern
Funding Profile

Funding Information			
Funding Type	Government	**CAPK Program**	Project RISE
Funding Agency	US Small Business Adminis	**Project Name**	Project RISE
CFDA	59.077	**Target Population**	LMI small business owners and e
Reapplication (Y/N)	N	**Number to be served**	2785
Estimated Request	$2,500,000	**Division Director**	Pritika Ram
Award Period	2021-2023	**Program Manager**	TBD
Project Goal (One sentence goal statement)			
Project RISE will provide recovery initiatives for small enterprises in Kern County.			
Project Description (Brief one paragraph description)			
Project RISE will provide small businesses and entrepreneur recovery and relief services to Kern County using a "hub" and "spoke" model.			
Estimated Budget Summary			
CAPK will work with its six Spokes to conduct outreach, provide workshops and classes, technical assistance, and track outcomes to completion for 2,785 individuals by hiring seven full-time and ten part-time employees			

Approvals:

1. Division Director	Date
Pritika Ram	Jul 29, 2021
2. Director of Administration	Date
	Jul 29, 2021
3. Chief Program Officer	Date
Stacy Webster	Jul 29, 2021
4. Chief Financial Officer	Date
Jeremy T. Tobias Jeremy T. Tobias (Jul 29, 2021 19:07 PDT)	Jul 29, 2021
5. Chief Executive Officer	Date

Date Presented / Approved:

PRE Approval: _____ B&F Approval: _____ Executive Approval: _____ Board Approval: _____

Community Action Partnership of Kern
Multiple Funding Requests

August 2021

Funding Information			
Funding Type	Private	**CAPK Program**	CAPK Food Bank
Funding Agency	Cal Water	**Project Name**	Community Giving
CFDA		**Target Population**	Food insecure, low income
Request	$2,500	**Division Director**	Carmen Segovia
Award Period	2021-2022	**Program Manager**	Carrie Farwell
Description	The funds requested will be used to cover general operational costs.		

Funding Information			
Funding Type	Private	**CAPK Program**	Shafter Youth Center
Funding Agency	Target	**Project Name**	Shafter Youth Center Mobile Art Workshops
CFDA	No	**Target Population**	20
Estimated Request	$2,000	**Division Director**	Freddy Hernandez
Award Period	8/2021 - 12/2021	**Program Manager**	Angelica Nelson
Description	The Make Bakersfield Program is mobile art classes that will provide SYC youths with 13, one-hour art sessions at the SYC. The experienced art teacher will provide all materials so that the children will learn different art mediums. They will also receive a sketchbook and painting supplies to keep.		

Funding Information			
Funding Type	Private	**CAPK Program**	EKFR
Funding Agency	Wells Fargo	**Project Name**	EKFR Transportation
CFDA	No	**Target Population**	East Kern residents with transportation nee
Estimated Request	$53,910	**Division Director**	Freddy Hernandez
Award Period	2021	**Program Manager**	Matthew Buck
Description	CAPK has requested $53,910 to purchase a new 2021 Chevy Traverse to provide non-emergency medical transportation for clients as well as food and supply distribution to and from regional areas.		

Funding Information			
Funding Type	Private	**CAPK Program**	Food Bank
Funding Agency	Pacific Gas & Electric (PG&E)	**Project Name**	Better Together Giving Program
CFDA		**Target Population**	Populations Effected by Wildfires
Estimated Request	$10,000.00	**Division Director**	TBD
Award Period	2021	**Program Manager**	Carrie Farewell
Description	Funds are to support food distributions in areas most impacted by wildfires, including Lebec and Frazier Mountain area. These funds also help support messaging through the 2-1-1 Call Center program to link impacted individuals to additional resources, and general emergency response messaging/notification.		

Date Presented/Approved

Policy Council: _____ PRE Presentation: _____ B&F Approval: _____ Board Approval: _____

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	**Month/Year:** June 2021
Program/Work Unit: Head Start/Early Head Start	**Program Manager/Supervisor:** Ginger Mendez/Robert Espinosa
Services: Head Start and Early Head Start childhood education for low-moderate income children ages 0-5 in center-based, part-day or full-day environments and home-based options.	

Program	Funded Enrollment	Reportable Enrollment	Percentage	Enrollment Breakdown	Disabilities (Based on Actual Enrollment)	Over Income
Head Start Kern *PY Services ended 5/22/2021	**1317** **(395)**	 **258**	 **65%**		**6%** **(12%)**	**2%** **6.2%**
Early Head Start Kern • EHS Center Based • EHS Home Based • EHS Home Based-Interim	**446** 243 123 80	**291**	**65%**	 195/243 84/123 13/80	**13%** **(21%)**	**9%**
Early Head Start San Joaquin	**313**	**215**	**69%**		**26%** **(63%)**	**8%**
Early Head Start Partnership • Angela Martinez • Bakersfield College • Blanton • Garden Pathways • Taft College • Escuelita Hernandez • Seeking Partner	**152** 24 32 16 11 42 16 11	**64**	**42%**	 11/24 11/32 9/16 8/11 23/42 2/16 0/11	**7%** **(17%)**	**7%**

Highlights:

Head Start: The American Recovery Act afforded our Head Start program to offer extended hours of in-class experiences for enrolled children into the summer for Part Year centers. We began services on June 1, 2021, and will end on July 30, 2021; serving a capacity of 260 children.

Early Head Start Partnership Enrollment Updates:

Slot Reallocation: Approval from Office of Head Start is pending.

Escuelita Hernandez: Outdoor fencing has been completed. The infant classroom is pending city inspection approval to complete the final modification which is estimated to be 4 weeks after approval.

Taft College: Received a grant from the office of instruction to invest in center quality enhancements such as installing new fencing around the perimeter of the center, creating a library area for families, and installing audio and video in the classrooms for observations. Expected completion is August 2021.

Home Visiting Program	Cumulative Enrollment	Contract Enrollment Target
	135	**204**

Division Staffing			
Currently Employed	Vacant Positions	Continuous Family Leave	Intermittent Family Leave
649	96	17	98

HIGHLIGHTS:

- 2 staff are going through onboarding process, ranging from checking references to background checks.
- 1 new employee has been onboarded in the month of June.

Compliance
To ensure program integrity and accountability on-site monitoring resumed in the month of June. Based on Kern County Public Health recommendations, on-site monitoring was paused in March 2020 to prevent COVID-19 transmission. During this time, desktop monitoring was exclusively utilized to measure program performance and compliance with all Head Start requirements.

Central Kitchen June 2021				
Meals & Snacks	**Total # Prepared**	**Breakfast**	**Lunch**	**Snack**
Centers	25,617	9,422	9,337	6,858
Boxed Meals—Virtual	15,270	5,090	5,090	5,090
Home Based	4,389	1,463	1,463	1,463
TOTALS	**45,276**	15,975	15,890	13,411

HIGHLIGHTS:

Two new staff hired: one Food Service Technician and one Food Production Driver.
New routes and delivery schedules have been added to serve the children attending Summer Program.

CACFP						
May 2021						
Total Meals Delivered			**Meals Allocated**		**# of Meals Served**	**% of Meals Served**
Central Kitchen	Vendor Meals	Total Meals	CACFP/USDA	HS/EHS		
55,325	7,829	63,154	38,234	24,920	44,087	70%

DIVISION/PROGRAM MONTHLY ACTIVITY REPORT

Division/Director: Head Start/State Child Development/Yolanda Gonzales	**Month/Year:** July 2021
Program/Work Unit: Head Start/Early Head Start	**Program Manager/Supervisor:** Ginger Mendez/Robert Espinosa
Services: Head Start and Early Head Start childhood education for low-moderate income children ages 0-5 in center-based, part-day or full-day environments and home-based options.	

Program	Funded Enrollment	Reportable Enrollment	Percentage	Enrollment Breakdown	Disabilities (Based on Actual Enrollment)	Over Income
Head Start Kern *21-22 Program Year began 7-1-2021	**1317** **(395)**	**177**	**45%**		**1%**	**1 %**
Early Head Start Kern • EHS Center Based • EHS Home Based • EHS Home Based-Interim	**446** 243 123 80	**272**	**61%**	 187/243 76/123 9/80	**6%**	**8%**
Early Head Start San Joaquin	**313**	**205**	**65%**		**16%**	**8%**
Early Head Start Partnership • Angela Martinez • Bakersfield College • Blanton • Garden Pathways • Taft College • Escuelita Hernandez • Seeking Partner	**152** 24 32 16 11 42 16 11	**65**	**43%**	 11/24 12/32 9/16 6/11 25/42 2/16 0/11	**3%**	**5%**

Early Head Start Partnership Enrollment Updates:
Head Start: Summer expansion program has concluded on July 30, 2021
Early Head Start Partnership Enrollment Updates:
Taft College improvements have all been completed.
Slot Reallocation: Approval pending from Office of Head Start
Escuelita Hernandez: Project is in progress.

Home Visiting Program	Cumulative Enrollment	Contract Enrollment Target
	134	**204**

Division Staffing			
Currently Employed	Vacant Positions	Continuous Family Leave	Intermittent Family Leave
647	98	10	100

HIGHLIGHTS: No onboarding in the month of July due to center selection process by staff (aka: bumping).

Compliance

The program received the Program Performance Summary Report for the May 10, 2021 to May 14, 2021 Focus Area One monitoring review. The program successfully met all requirements of the Head Start Program Performance Standards, Head Start Act and Improving Head Start for School Readiness Act.

In preparation for our new program year, scheduled on-site monitoring and ongoing desktop monitoring of files will continue. Based on ongoing monitoring results, center staff will focus on weekly lesson plans to ensure they are reviewed and shared with families.

Central Kitchen July 2021				
Meals & Snacks	**Total # Prepared**	**Breakfast**	**Lunch**	**Snack**
Centers	26,673	9,724	9.677	7.272
Boxed Meals—Virtual	10,888	3,532	3,678	3,678
Home Based	3,400	1,090	1,155	1,155
TOTALS	**40,961**	14,346	14,510	12,105

HIGHLIGHTS: Boxed meals ended on 7/30/2021.

CACFP

June 2021

Total Meals Delivered			**Meals Allocated**		**# of Meals Served**	**% of Meals Served**
Central Kitchen	Vendor Meals	Total Meals	CACFP/USDA	HS/EHS		
44,299	9,744	54,043	25,462	28,581	30,616	**57%**

MEMORANDUM

To: Program Review and Evaluation Committee

From: Pritika Ram, Director of Administration

Date: August 11, 2021

Subject: *Agenda Item 5d*: Proposal Submission: Request for Proposals for United Way Fresno and Madera Counties 211 Call Center – **Info Item**

The United Way of Fresno and Madera Counties released a Request for Proposal (RFP) for their 2-1-1 Call Center program. They are seeking a vendor that can provide 2-1-1 services on behalf of their United Way, including staffing, software/call center technology, and all related infrastructure to successfully run a 24/7 211 helpline (e.g., talk, two-way text, online resources, push text, resource database management and reporting). After reviewing the request for proposal and discussion with leadership and the 2-1-1 Kern Call Center staff, the agency has responded to the RFP with a formal submission.

Based on our successful operation of the 2-1-1 Kern Call Center, and experience in providing call center back-office support to three (3) additional counties in the San Joaquin Valley; Kings, Tulare, and Stanislaus, it was reasonable to expand our network to include Fresno and Madera counties. For reference, the United Way of Fresno and Madera reported the following call volume for 2019-202; adding that their call center typically handles regular information and referral calls averaging about a 6–7-minute call handling time.

Call Volume Summary				
Year	**Queue Offered**	**Inbound Handled**	**Abandons**	**Notes**
2021	36,031	18,838	16,824	Jan-June only
2020	49,434	38,775	10,281	
2019	34,959	29,056	6,732	

This included special programs such as contracts with the Fresno Department of Social Services, Department of Public Health with Coronavirus information, Volunteer Income Tax Assistance (VITA) and Free Tax Prep, First 5 Fresno's Help me Grow program, and Smoking Cessation program. The call volume reported is similar to our call handling data with Tulare County, but we anticipate with the successful award, we will experience an increase and can offer an improvement in calls abandoned.

Overall, the opportunity to expand to the two additional counties through a trusted partner like the United Way, will allow CAPK to apply our quality of service through the 2-1-1 Call Center to better serve the communities in Fresno and Madera. Staff will provide an update on the outcome in the coming weeks. The expected notice of award is scheduled for mid-August to early September 2021.

MEMORANDUM

To: Program Review and Evaluation Committee

From: Pritika Ram, Director of Administration

Date: August 11, 2021

Subject: *Agenda Item 6a:* Follow-Up Items from the June 16, 2021 Meeting – **Info Item**

At the June 16, 2021 Program Review & Evaluation Committee meeting, committee members requested information on the following topics:

1. As a follow-up item from the previous PRE-Committee meeting, members asked which staff are part of the Opioid Overdose Response & Naloxone training (Risk Management Department / Operations Division)

   Laurie Sproule, Risk Management Supervisor, reported the following:

   The annual training, which is conducted by an external partner Andrew Mattas, Paramedic, Emergency Medical Services Coordinator, was for the M Street Navigation Center program totaling thirteen (13) staff members.

2. Head Start & Early Head Start 2021-2022 School Readiness Goals

   Carolyn Coffey, Administrator of Education & Support Services, reported the following:

   - Common Core
     The Desired Results System was developed by the California Department of Education with the intent to improve program quality. All state funded child development programs are required to use the Desired Results assessment, and the Head Start program uses the data from the assessment to create school readiness goals. Enclosed is the Common Core documentation and Desired Results assessments that are used for program development as well as the school age assessment. For additional information, Mrs. Coffey included the California's Early Learning and Development System that provides information on the five (5) elements of the system.

   - School Readiness Goals 2021-2022 Updated Goals
     The language clarification recommended by Board Member Jara-Rangel has been made along with recommendations from the School Readiness Sub-Committee meeting (Policy Council Members). Enclosed is the revised School Readiness Goals 2021-2022 document.

Attachments:

Head Start & Early Head Start 2021-2022 School Readiness Goals Common Core Documentation

a. *The Alignment of the California Preschool Learning Foundation*
b. *DRDP 2015 IT Comprehensive*
c. *DRDP 2015 PSC Comprehensive*
d. *DRDP SA 2011*
e. *Common Core Standards*
f. *Early Learning Development System*
g. *School Readiness Goals 2021-2022*

The Alignment of
the California Preschool Learning Foundations with Key Early Education Resources

California Infant/Toddler Learning and Development Foundations

California Content Standards

Common Core State Standards

Head Start Child Development and Early Learning Framework

The Alignment of the California Preschool Learning Foundations with Key Early Education Resources

California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, Head Start Child Development and Early Learning Framework

Publishing Information

The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework was developed by WestEd and the Child Development Division, California Department of Education. The publication was edited by Faye Ong, working in cooperation with Laura Bridges, Consultant. It was prepared for printing by the staff of CDE Press. The document was published by the California Department of Education, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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Notice

The guidance in *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework* is not binding on local educational agencies or other entities. Except for statutes, regulations, and court decisions referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

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A Message from the State Superintendent of Public Instruction

Acknowledgments

Introduction

Table 1.0 Overview Alignment of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources

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Social–Emotional Development

Table 1.1 Overview of the Alignment Between the Social –Emotional Development Domain and the California Content Standards

Table 1.2 Detailed View of the Alignment Between the Social –Emotional Development Domain and the California Content Standards

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Table 1.3 Overview of the Alignment Between the Language and Literacy Domain and the Common Core State Standards

Table 1.4 Detailed View of the Alignment Between the Language and Literacy Domain and the Common Core State Standards

Table 1.5 Overview of the Alignment Between the Language and Literacy Domain and the California Content Standards

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English-Language Development

Table 1.7 Overview of the Alignment Between the English-Language Development Domain and the California Content Standards

Mathematics

Table 1.8 Overview of the Alignment Between the Mathematics Domain and the Common Core State Standards

Table 1.9 Detailed View of the Alignment Between the Mathematics Domain and the Common Core State Standards

Table 1.10 Overview of the Alignment Between the Mathematics Domain and the California Content Standards

Table 1.11 Detailed View of the Alignment Between the Mathematics Domain and the California Content Standards

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A Message from the State Superintendent of Public Instruction

I am delighted to present *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: the California Infant/Toddler Learning and Development Foundations, California Content Standards, Common Core State Standards, and Head Start Child Development and Early Learning Framework*. This online publication presents the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of these other important resources. This alignment demonstrates that early learning is a significant part of the educational system and that the knowledge and skills of young children are foundational to future learning.

Young children are naturally eager to learn. We encounter their amazing curiosity at every turn. Their wonder about the world extends to understanding a broad range of areas, including language and literacy, mathematics, social-emotional development, visual and performing arts, health, and science. They often explore how the social and physical worlds work. However, even with their great curiosity about the world of people and things, not all young children enter kindergarten with the knowledge and skills they need to be ready for school. All too often, some already lag behind their classmates, which may adversely affect their continued learning and development in kindergarten and beyond. High-quality preschool teaching connects with young children's strong interest in concepts and processes from every developmental domain while contributing to long-range social and academic success.

Children who attend high-quality early learning programs benefit from rich opportunities to learn through play. Their play focuses on the world around them as they seek to make sense of the thoughts and behaviors of other people and experiment with living and nonliving things and make discoveries. Children thrive when offered a curriculum that integrates all the domains in a way that is developmentally, culturally, and linguistically meaningful and appropriate.

With the goal of ensuring that all early learning settings in California offer high-quality programs, the California Department of Education collaborated with leading early childhood educators, researchers, advocates, and parents to develop the infant/toddler learning and development foundations and the three volumes of the *California Preschool Learning Foundations.* The foundations outline key knowledge and skills that most children can acquire when provided with the kinds of interactions, instruction, and environments shown by research to promote early learning and development.

Efforts to provide children with high-quality early learning experiences fit into the overall mission of both the Department and the federal Head Start program. Learning and development that occurs before a child enters an early learning program is as significant as the learning and development that occurs beyond the early learning program and into the kindergarten and school years. A continuum of learning and development begins early in life and continues through higher education. Understanding the links between the different ages and different early childhood services allows educators to see how to build on children's earlier learning and prepare them for the next educational challenge. To foster greater

understanding of children's learning and development during the first five years, this online publication explains the connections among the infant/toddler learning and development foundations, preschool learning foundations, Common Core State Standards, California content standards for kindergarten, and the *Head Start Child Development and Early Learning Framework.*

The foundations will help guide and support all California early learning settings in providing developmentally appropriate instruction and activities that engage young hearts and minds. As their alignment with key early education resources shows, the preschool foundations build on learning during the infant/toddler years, mirror the competencies that Head Start seeks to foster, and connect with the learning experiences children will encounter in kindergarten. Such learning will lead to children's well-being and success throughout life.

TOM TORLAKSON

State Superintendent of Public Instruction

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Introduction

Over the past 15 years, the California Department of Education (CDE) has identified foundations to describe the learning and development of children from birth through kindergarten. This work focused on what young children know and are able to do during different age periods. Work on the period covering birth through kindergarten stemmed from three distinct initiatives. First, academic content experts, K–12 educators, and other stakeholders collaborated to define what children are expected to learn in California public schools from kindergarten through twelfth grade. Standards in eight domains emerged from this effort. In 2006, experts were convened to write foundations that describe the learning and development of children during the years from birth to age three. The publication *California Infant/Toddler Learning and Development Foundations* represents the second step in the CDE's work. Experts recommended that the term *foundations* be used rather than *standards,* because early learning and development reflects a developmental process that lays the foundation for academic learning at school age. After creating the infant/toddler learning and development foundations, the CDE proceeded with the third step. Researchers, early childhood educators, and other stakeholders convened to conceptualize and delineate preschool learning foundations. This effort produced learning foundations that cover nine developmental domains. The preschool learning foundations in the History–Social Science and Science domains are the last two of the nine domains.

As work on standards and foundations continues to evolve in California, two national initiatives have contributed to early childhood educators' understanding of learning and development: (1) the Common Core State Standards (CCSS) and (2) the *Head Start Child Development and Early Learning Framework* (*Head Start Learning Framework*). The CCSS provide standards for every grade level from kindergarten through twelfth grade for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects; and for Mathematics. California stands among numerous states that have adopted the CCSS. The *Head Start Learning Framework* describes key learning in 11 developmental domains. Head Start programs throughout the country orient the support of young children's development and learning around the knowledge and skills described in the Framework.

These resources share the purpose of promoting the intentional support of young children's learning and development. By focusing on the key knowledge and skills that children progressively acquire during the first years of life, early childhood educators can develop curriculum that is in tune with early learning. In particular, they can be

attentive to significant learning, document it, and reflectively plan how to facilitate it. Additional resources that work hand in hand with standards and foundations have been created for early childhood educators. For example, the CDE's infant/toddler curriculum framework is aligned with the infant/toddler learning and development foundations, and the preschool curriculum framework is aligned with the preschool learning foundations. The Desired Results Developmental Profile is also aligned with the infant/toddler and preschool foundations.

An important question is, How do the preschool learning foundations align with the infant/toddler learning and development foundations, the kindergarten content standards, the CCSS, and the *Head Start Learning Framework*? To address this question, it is helpful to consider the context in which each resource was created, the organization of each resource, and key characteristics of early development and learning that contribute to similarities and differences between each one.

Context for the Development of Foundations and Standards

California Content Standards and Common Core State Standards

The California kindergarten content standards and the CCSS fit within a broad approach to K–12 standards. The academic subjects or domains apply to all grade levels. As a result, the terminology is grounded in the K–12 system. The standards are considered educational goals at each grade level. The curriculum and instruction at a given grade support students' learning of the knowledge and skills established for that grade level. With stakeholder and field review, experts developed the content standards. A different group of content experts wrote each domain, and the organization and terminology they used varied depending on their focus and areas of expertise. The content standards were formally adopted by California's State Board of Education.

Standards for kindergarten cover English language arts, mathematics, English-language development, health education, history–social science, physical education, science, and visual and performing arts.

Infant/Toddler Learning and Development Foundations

A large body of research shows that early development results from an interaction between a young child's biological potential and experience. Because developmental experts were convened to write learning and development foundations for infants and toddlers, the terminology used in formulating the foundations comes from research literature. Learning and development is specified in four domains (Cognitive Development, Language Development, Perceptual and Motor Development, and

Social–Emotional Development) at three significant developmental transitions during infancy: (1) at around eight months of age; (2) at around 18 months of age; and (3) at around 36 months of age. The behaviors leading up to each developmental transition are also described.

Preschool Learning Foundations

When California's preschool learning foundations were created, the kindergarten content standards and the infant/toddler learning and development foundations already existed. In many ways, the preschool foundations represent a bridge between the infant/toddler years and kindergarten. Development during the preschool years continues to involve an interaction between maturation and experience. In addition, preschool children are increasingly able to engage in structured small-group learning activities. The researchers who wrote the preschool learning foundations made a conscious effort to align the preschool foundations with the kindergarten content standards and the infant/toddler foundations. The terminology in the preschool foundations represents an amalgam of developmental concepts that preschool educators use, concepts from the infant/toddler foundations that apply to the entire birth-to-five age range, and concepts from the kindergarten content standards. The preschool learning foundations describe typical learning and development, achieved with appropriate support, at around 48 months of age (approximately the end of the first year of preschool) and at around 60 months of age (approximately the end of the second year of preschool).

Common Core State Standards

The National Governors Association Center for Best Practices and the Council of Chief State School Officers sponsored the development of the CCSS. The standards for Mathematics and Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects were developed in collaboration with a variety of stakeholders: content experts, states, teachers, school administrators, and parents. The CCSS are intended to establish clear and consistent educational goals so that America's children can be successful in college and careers. The CCSS have been formally adopted by California's State Board of Education.

Head Start Child Development and Early Learning Framework

The *Head Start Learning Framework* outlines the developmental building blocks essential for children's school and long-term success. Several steps were taken to develop the updated Framework. The revision work began with a review of literature and legislation; the review was done by the Office of the Administration for Children and

Family's Deputy Assistant Secretary, the Office of Head Start, and the Office of Policy, Research, and Evaluation. Three types of reviewers then evaluated draft material: (1) experts in creating standards, (2) experts in different populations of children, and (3) experts in different domains of development. Finally, a panel of Head Start programs was convened, representing geographic diversity; tribal, migrant, and seasonal programs; urban and rural programs; and programs serving a high percentage of children who are dual-language learners. The Framework is intended for children three to five years old and covers all aspects of child development and learning. Head Start programs use the Framework to establish school-readiness goals and to guide curriculum, assessment, and program planning.

Organization of the Different Resources

The resources for early learning are organized in different ways.

Domains

Each of the documents organizes standards, foundations, or outcomes into learning domains. The simplest scheme is at the infant/toddler age level. Learning and development is organized into four domains:

- Social–Emotional Development
- Language Development
- Cognitive Development
- Perceptual and Motor Development

The research consortium for the infant/toddler foundations recommended those four domains for two reasons. First, college textbooks and courses on infant development present theory and research in those domains. Second, learning and development from birth to three years is holistic. Dividing early learning and development into a large number of domains and making fine distinctions between areas would have shed little or no light on how infants and toddlers actually learn and develop.

As stated earlier, the preschool age is a distinct developmental period that bridges the infant/toddler and kindergarten age periods. In creating the preschool learning foundations, the writers used the organizational scheme of the kindergarten content standards as the starting point. This strategy maximized the alignment with the kindergarten standards. At the same time, the writers considered links to the infant/toddler foundations—in particular, the prominence of Social–Emotional Development. This approach resulted in eight preschool learning domains that directly correspond to the kindergarten content domains—plus the Social–Emotional Development domain. A ninth kindergarten domain, School Library, was developed subsequent to the launch of the preschool learning foundations project. It is anticipated

that future editions of the preschool learning foundations will include content presented in the School Library subject area, which mainly addresses children's use of computer technology. The current nine preschool learning foundations domains are Social–Emotional Development, Language and Literacy, English-Language Development, Mathematics, Visual and Performing Arts, Physical Development, Health, History–Social Science, and Science.

The organization of the content standards in kindergarten is straightforward. There are standards for the following subjects in K–12 education: English language arts, English-language development, mathematics, visual and performing arts, physical education, health education, history–social science, school library, and science.

The CCSS were also derived from a K–12 perspective. The CCSS present a more integrated picture of English language arts and literacy learning than the California content standards. Rather than isolating English language arts as a distinct subject, the CCSS have a domain called "English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects." English language arts and literacy for kindergarten include *reading standards for literature*, *for informational text*, and in *foundational skills, writing standards, speaking and listening standards,* and *language standards.*

In addition, the CCSS address the mathematics domain. Two types of mathematics standards are delineated: standards for mathematical practice and standards for mathematical content. The standards for mathematical practice include eight key processes and proficiencies that apply to all content areas in all grade levels. For example, the first mathematical practice focuses on the ability to *make sense of problems and persevere in solving them*. The standards for mathematical content are specific for each grade level. The kindergarten core standards in mathematics specify expectations in Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

Finally, the *Head Start Learning Framework* takes a broad approach to early development and learning. The Framework is organized into 11 domains: Physical Development & Health, Social & Emotional Development, Approaches to Learning, Logic & Reasoning, Language Development, English Language Development, Literacy Knowledge & Skills, Mathematics Knowledge & Skills, Science Knowledge & Skills, Creative Arts Expression, and Social Studies Knowledge & Skills. These domains stem from the history of Head Start research and practice. There is considerable overlap between the Framework and the content standard domains typically used for the kindergarten grade level, but the Framework also has some distinct ways of identifying

young children's developing knowledge and skills. The Framework covers areas generally addressed by a comprehensive preschool curriculum.

Age Period or Grade

As previously stated, K–12 standards are thought of as educational goals for each grade. Curriculum and instruction support students' learning of the knowledge and skills specified by the standards for each grade level. The organizational structure of California's preschool learning foundations reflects that of the K–12 content standards. Foundations were written for the typical age of children at the end of the first year of preschool (at around 48 months of age) and at the end of the second year of preschool (at around 60 months of age). With descriptions of children's learning and development at around the end of each preschool year, teachers can plan learning opportunities and environments over the course of the year to help children make progress in the different foundational areas. In contrast to the preschool foundations, the infant/toddler foundations do not reflect the "gradelike" organization of K–12 education. Rather, experts on development identified meaningful transition points that occur during the infant/toddler years and created foundations that corresponded to those transitions. As a result, the infant/toddler foundations describe learning and development at around eight months of age, at around 18 months of age, and at around 36 months of age.

Content in Different Domains

Because the organization of domains differs across documents, similar or related content may appear under different domains. For example, *cooperation* appears in the Social–Emotional Development domain in the preschool learning foundations and in the Approaches to Learning domain in the *Head Start Learning Framework.* The least amount of variation occurs between the preschool learning foundations and the California content standards for kindergarten and the CCSS for kindergarten. Those differences most often relate to domain labels. For example, in the preschool learning foundations the Language and Literacy domain aligns with the kindergarten content standards' English Language Arts domain and the CCSS' English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Of course, each label reflects differences in emphasis.

The only major example of content appearing in one domain in the preschool learning foundations and in another in the kindergarten foundations is in the area of social–emotional development—specifically, some of the content in the Social–Emotional Development domain of the preschool foundations aligns with the Mental, Emotional, and Social Health strand of the kindergarten *Health Education Content Standards.* Even so, the preschool Social–Emotional Development foundations are comprehensive, while

the Mental, Emotional, and Social Health content standard gives narrow coverage of social–emotional development.

Unlike the straightforward alignment between the preschool foundations and the kindergarten standards, the alignment between the preschool foundations and the *Head Start Learning Framework* shows that several content areas appear in different domains. For example, the Framework domain of Approaches to Learning has elements that correspond to three different domains of the preschool foundations: (1) Social–Emotional Development (Initiative in Learning, Self-Regulation, Cooperation and Responsibility, and Group Participation); (2) Mathematics (Mathematical Reasoning); and Science (Observation and Investigation). Another example is that the Logic and Reasoning domain of the Head Start Learning Framework addresses content in several domains of the preschool foundations: (1) Social–Emotional Development (Interaction with Peers); Mathematics (Mathematical Reasoning and Classification and Patterning; Visual and Performing Arts (Visual Art—Create, Invent, and Express through Visual Art); Science (Observation and Investigation); and History–Social Science (Understanding of the Physical World Through Drawings and Maps).

The preschool foundations also group content differently from the infant/toddler foundations. For example, the "Mathematical Reasoning" foundation in the preschool corresponds to the "Problem Solving" foundation in the Cognitive Development domain of the infant/toddler foundations.

Key Characteristics of Early Development and Learning

Differences Among Age Periods

Each of the three age periods (infant/toddler, preschool, and kindergarten) is distinct. The infant/toddler period is marked by rapid developmental change. At birth, the brain is approximately 15 percent of its full size, and by 36 months of age, approximately 85 percent. Infants and toddlers are not ready to function in extended group learning situations or benefit from teacher-guided skill learning. In contrast, over the preschool years children are increasingly able to function in extended group learning situations and engage in skill learning with teacher support. Children continue to make progress in these areas during the kindergarten year. The foundations for the different age groups reflect these developmental differences.

Differentiation of Competencies as Children Learn and Develop

In general, young children's development is a dynamic, multifaceted process. Some developments reflect continuous growth, with quantitative change over time. For example, toddlers' early vocabulary development links to an ever-increasing number of

words they understand and use. Similarly, the two- and three-word utterances of toddlers precede the four- and five-word utterances of older children. Other developments result in qualitative changes and the emergence of new competencies. For example, as children grow older they develop social–emotional skills such as group participation and cooperation and responsibility.

Because of the nature of children's development, a simple and straightforward one-to-one alignment of foundations across ages is not feasible. Many of the competencies described at the infant/toddler level become differentiated and lead to more specific competencies at the preschool level. Consequently, some foundations at the infant/toddler level align with more than one foundation at the preschool level. For example, the foundation of "Expressive Language" at the infant/toddler level leads to the specialized development of "Vocabulary," "Grammar," and the "Understanding and Use of Language Conventions" at the preschool level. Other foundations at the infant/toddler level may not map to a corresponding foundation at the preschool level, as the development described by the infant/toddler foundation—for example, "Expression of Emotions"—is particularly important for that age period. Similarly, not every foundation at the preschool level aligns with a foundation at the earlier infant/toddler level. Some knowledge or skills emerge at the preschool age and, consequently, do not directly correspond to a foundation at the infant/toddler level. For example, knowledge and skills described in the preschool foundations of "Writing Strategies" and "Measurement" emerge only during the preschool years.

Alignment Across Domains

The preschool learning foundations include foundations in nine major domains: Social–Emotional Development, Language and Literacy, English-Language Development, and Mathematics (Volume 1); Visual and Performing Arts, Physical Development, and Health (Volume 2); and History–Social Science and Science (Volume 3). The following table presents an alignment of the domains across the infant/toddler learning and development foundations, the preschool learning foundations, and the kindergarten content standards, the CCSS, and the *Head Start Learning Framework.*

Table 1
Overview Alignment of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources

Domains					
California Preschool Learning Foundations	**California Infant/Toddler Learning and Development Foundations**	**California Kindergarten Content Standards**	**Common Core State Standards**	**Head Start Child Development and Early Learning Framework**	**Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content**
Social–Emotional Development	Social–Emotional Development	Health Education Mental, Emotional, and Social Health		Social & Emotional Development	Approaches to Learning Logic & Reasoning
Language and Literacy	Language Development	English–Language Arts	English–Language Arts	Language Development Literacy Knowledge & Skills	
English–-Language Development	Language Development	English–Language Development		English Language Development	Literacy Knowledge & Skills
Mathematics	Cognitive Development	Mathematics	Mathematics	Mathematics Knowledge & Skills	Logic & Reasoning Approaches to Learning
Visual and Performing Arts	All Domains	Visual and Performing Arts		Creative Arts Expression	Logic & Reasoning
Physical Development	Perceptual and Motor Development Cognitive Development	Physical Education		Physical Development & Health	
Health	All Domains	Health Education		Physical Development & Health	
History–Social Science	Social–Emotional Development Cognitive Development	History–Social Science		Social Studies Knowledge & Skills	Social & Emotional Development
Science	Cognitive Development Language Development	Science		Science Knowledge & Skills	Approaches to Learning Logic & Reasoning

Table 1.0
Overview Alignment of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources

Domains					
California Preschool Learning Foundations	**California Infant/Toddler Learning and Development Foundations**	**California Kindergarten Content Standards**	**Common Core State Standards**	**Head Start Child Development and Early Learning Framework**	**Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content**
Social–Emotional Development	Social–Emotional Development	Health Education Mental, Emotional, and Social Health		Social & Emotional Development	Approaches to Learning Logic & Reasoning
Language and Literacy	Language Development	English–Language Arts	English–Language Arts	Language Development Literacy Knowledge & Skills	
English—Language Development	Language Development	English–Language Development		English Language Development	Literacy Knowledge & Skills
Mathematics	Cognitive Development	Mathematics	Mathematics	Mathematics Knowledge & Skills	Logic & Reasoning Approaches to Learning
Visual and Performing Arts	All Domains	Visual and Performing Arts		Creative Arts Expression	Logic & Reasoning
Physical Development	Perceptual and Motor Development Cognitive Development	Physical Education		Physical Development & Health	
Health	All Domains	Health Education		Physical Development & Health	
History–Social Science	Social–Emotional Development Cognitive Development	History–Social Science		Social Studies Knowledge & Skills	Social & Emotional Development
Science	Cognitive Development Language Development	Science		Science Knowledge & Skills	Approaches to Learning Logic & Reasoning

As the Overview table indicates, the developmental domains at the infant/toddler level (e.g., Social–Emotional, Language, Cognitive, and Perceptual and Motor Development) align with corresponding preschool domains. The foundations in the Social–Emotional Development domain at the infant/toddler level are aligned with the Social–Emotional Development foundations at the preschool level. The Language Development domain at the infant/toddler level aligns with the Language and Literacy domain at the preschool level. The infant/toddler foundations for Language Development also align with foundations for English-Language Development at the preschool level. The domain of Cognitive Development covers a broad range of knowledge and skills at the infant/toddler level. Some of the cognitive competencies align with foundations in the Mathematics domain at the preschool level. Additionally, some cognitive competencies align with foundations in the preschool domains of Physical Development, History–Social Science, and Science. All infant/toddler domains have content that pertains, in one way or another, to the Visual and Performing Arts domain at the preschool level. The Perceptual and Motor Development domain and some components from Cognitive Development at the infant/toddler level align with the Physical Development domain at the preschool level. Finally, all domains of the infant/toddler foundations are related to the Health foundations for preschool children.

The domains of the preschool learning foundations directly correspond to the domains of California's kindergarten content standards. As the Overview table shows, the content of the Social–Emotional Development domain at the preschool level overlaps with content in the Mental, Emotional, and Social Health strand of the Health domain at kindergarten age. The remaining domains line up in a straightforward manner across age levels: The preschool Language and Literacy domain aligns with the kindergarten English-Language Arts domain; the preschool Mathematics domain with the kindergarten Mathematics domain; the preschool Visual and Performing Arts domain with the kindergarten Visual and Performing Arts domain; the preschool Physical Development domain with the kindergarten Physical Education domain; the preschool Health domain with the kindergarten Health Education domain; the preschool History-Social Science domain with the kindergarten History-Social Science domain; and the preschool Science domain with the kindergarten Science domain.

In addition to the one-to-one correspondence between the domains of the preschool learning foundations and those of the kindergarten content standards, the preschool Language and Literacy domain aligns with the CCSS English language arts domain. Likewise, the preschool Mathematics domain aligns with the CCSS Mathematics domain.

The alignment between the preschool learning foundations and the *Head Start Learning Framework* consists of two parts. First, for each of the preschool learning foundations domains, the *Head Start Learning Framework* has content in a corresponding domain (in one case, two domains). Thus, the preschool learning foundations' Social–Emotional Development domain aligns with the *Head Start Learning Framework's* Social & Emotional Development domain, the preschool Language and Literacy domain with Head Start's Language Development and Literacy Knowledge & Skills domains, the preschool English-Language Development domain with Head Start's English Language Development domain, the preschool Mathematics domain with Head Start's Mathematics Knowledge & Skills domain, the preschool Visual and Performing Arts domain with Head Start's Creative Arts Expression domain, the preschool Physical Development domain with Head Start's Physical Development & Health domain, the preschool Health domain with Head Start's Physical Development & Health domain, the preschool History–Social Science domain with Head Start's Social Studies Knowledge & Skills domain, and the preschool Science domain with Head Start's Science Knowledge & Skills domain.

The second part of the alignment between the content of the *California Preschool Learning Foundations* and that of the *Head Start Learning Framework* centers on the cross-cutting nature of some of the domains in the latter document. The *Head Start Learning Framework's* Approaches to Learning domain has content that relates to

content in the Social–Emotional Development, Mathematics, and Science domains of the preschool learning foundations. Similarly, the content of the Head Start's Logic & Reasoning domain intersects with the preschool learning foundations' Social–Emotional Development, Mathematics, Visual and Performing Arts, and Science domains. Two other *Head Start Learning Framework* domains have content that pertains to additional preschool learning domains: Head Start's Literacy Knowledge & Skills aligns with parts of the preschool English-Language Development domain, and Head Start's Social Studies Knowledge & Skills aligns with a few foundations in the preschool Social–Emotional Development domain.

The tables in the following sections present the alignment of the infant/toddler foundations with the preschool foundations, the kindergarten content standards, and the CCSS for kindergarten for each of the developmental domains. It is important to note that, in the following alignment of competencies across the three different age periods, the alignment shows connections *only* between foundations of the parallel competency at different age levels. Even though a one-to-one correspondence can be drawn in numerous instances, one should keep in mind that development is an integrated process. Various competencies within a domain are interwoven and develop together. Moreover, development and learning in different domains such as in the Social–Emotional, Language, Cognitive, and Physical Development domains are interrelated. The development of language, for example, facilitates and nourishes children's development in mathematics, performing arts, and social and emotional domains. Although the alignment focuses on foundations and standards that are most closely related to the same core concept or skill, other foundations and standards within or outside the domain may also be related to the development of a particular skill or behavior.

The remainder of this document provides brief summaries of the developmental progression of key preschool foundations in each domain as they relate to specific infant/toddler foundations, specific CCSS, specific kindergarten content standards (all three sets are in Section 1), and specific competencies described in the *Head Start Learning Framework* (Section 2). The various tables that illustrate the alignment among different age-level documents show how each covers similar content, appropriate for the age period. In addition to age-related differences, the terminology and organization of domains are distinct for each document (for various reasons). Although early learning and development is multifaceted and complex, the alignment clearly illustrates the progression from one age period to the next.

Section 1

Alignment of the California Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, and Kindergarten Content Standards for Each Domain

Social–Emotional Development

This section describes the alignment of the preschool foundations in social–emotional development with the infant/toddler learning and development foundations in the social–emotional domain, and with the kindergarten content standards in the area of mental, emotional, and social health. The preschool learning foundations in social–emotional development are organized in three strands: **self, social interaction,** and **relationships.** The **self** strand includes the growth of *self-awareness*, *self-regulation*, *social and emotional understanding, empathy and caring*, and *initiative in learning*. The strand of **social interaction** involves the development of *interactions with familiar adults, interactions with peers, group participation,* and *cooperation and responsibility.* The third strand focuses on **relationships** and includes foundations related to *attachment to parents*, *close relationships with teachers and caregivers*, and *friendships*. Table 1.1 shows how the substrands of preschool learning foundations in social–emotional development align with the infant/toddler foundations in social–emotional development and with the kindergarten content standards in *mental, emotional, and social health*. A summary of the alignment of the infant/toddler learning and development foundations progressing to preschool learning foundations and then to kindergarten content standards follows.

The infant/toddler foundations in the social–emotional development domain include key aspects fundamental to the development of self, social interactions, and relationships during the preschool period. Table 1.1 displays how the infant/toddler foundations *identity of self in relation to others, recognition of ability, expression of emotion, empathy, emotion regulation, impulse control,* and *social understanding* provide the basis for the preschooler's development of the **self.** The infant/toddler foundations *identity of self in relation to others* and *recognition of ability* are the basis for the development of *self-awareness* during the preschool period. Similarly, *emotion regulation*, *impulse control*, and *attention maintenance* during toddler years undergird children's capacity for *self-regulation* in the preschool years. *Social understanding* at the infant/toddler age continues to develop and corresponds to the preschool substrand

social and emotional understanding, and the capacity to express *empathy* is linked to the preschool substrand *empathy and caring.* The infant/toddler foundation *recognition of ability,* the ability to make things happen and persist in trying to make things, is aligned with the preschool substrand *initiative in learning*.

The foundations in social–emotional development at the infant/toddler years set the stage for healthy social–emotional competencies during the preschool years. The infant/ toddler foundations also include the competencies involved in **social interaction** with peers and adults and in building positive relationships with others. The infant/toddler foundations *interactions with adults* and *interactions with peers* are aligned with the preschool substrands *interactions with familiar adults* and *interactions with peers.* The preschool foundations also include skills for *group participation* and *cooperation and responsibility,* but these emerge during the preschool years and therefore do not have corresponding infant/toddler foundations. The infant/toddler foundations *relationships with adults* and *relationships with peers* are linked to the preschool substrands under **relationships:** *attachment to parents, friendships,* and *close relationships with teachers and caregivers*.

The kindergarten content standards related to social–emotional development are included as part of the health education standards under the strand **mental, emotional, and social health** rather than as a separate domain. Table 1.1 shows the correspondence between the strand and substrands in the preschool foundations and the kindergarten standards under *mental, emotional, and social health: essential concepts*, *analyzing influences*, *accessing valid information*, *interpersonal communication*, *decision making*, *goal setting*, *practicing health-enhancing behaviors*, and *health promotion*. For example, the health standard *essential concepts* includes components related to characteristics of self and family, and therefore is aligned with the preschool substrand *self-awareness*. In a similar way, the health standards *goal setting* and *practicing health-enhancing behaviors* focus on showing care, consideration, and concern for others and therefore align with the preschool substrand *empathy and caring*. The content in the preschool substrands *initiative in learning,*

interaction with familiar adults, group participation, cooperation and responsibility, and friendships is not addressed in the kindergarten content standards: therefore those preschool substrands are not aligned with any kindergarten standards.

Table 1.2 delineates the alignment between specific preschool learning foundations for social–emotional development and specific health education content standards for kindergarten under *mental, emotional, and social health*. Inspection of the table reveals that the health standards under *mental, emotional, and social health* primarily align with the preschool foundations related to *self-regulation, empathy and caring, attachment to parents, and close relationships with teachers and caregivers*. A progression can be mapped in certain areas. For example, the development of *self-regulation* in preschool is related directly to the kindergarten standards *"Show how to express personal needs and wants appropriately"* and *"Express emotions appropriately."* Overall, the preschool foundations in social–emotional development are comprehensive, while the health education content standards give limited coverage of social–emotional development. Still, there is some overlap in content and a progression across age levels in certain areas of social–emotional development.

Table 1.1
Overview of the Alignment Between the Social–Emotional Development Domain and the California Content Standards

Social–Emotional Development		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
Social–Emotional Development	**Social–Emotional Development**	**Health Education**
	Self	**Mental, Emotional, and Social Health**
Identity of Self in Relation to Other Recognition of Ability	Self-Awareness	Essential Concepts
Emotion Regulation Impulse Control Attention Maintenance	Self-Regulation	Interpersonal Communication Practicing Health-Enhancing Behaviors
Social Understanding	Social and Emotional Understanding	Essential Concepts
Empathy	Empathy and Caring	Goal Setting Practicing Health-Enhancing Behaviors
Recognition of Ability	Initiative in Learning	

Table 1.1 *(continued)*

Social–Emotional Development		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
Social–Emotional Development	**Social–Emotional Development**	**Health Education**
	Social Interaction	**Mental, Emotional, and Social Health**
Interactions with Adults →	Interactions with Familiar Adults	
Interactions with Peers →	Interactions with Peers →	Interpersonal Communication
	Group Participation	
	Cooperation and Responsibility	
	Relationships	
Relationship with Adullts →	Attachment to Parents	Essential Concepts
	Close Relationships with Teachers and Caregivers →	Analyzing Influences
		Accessing Valid Information
Relationship with Peers →	Friendships	

Table 1.2 Detailed View of the Alignment Between the Social–Emotional Domain and the California Content Standards		
California Preschool Learning Foundations		**California Content Standards** **Kindergarten**
Domain: **Social–Emotional Development**		**Domain:** **Health Education** • **Mental, Emotional, and Social Health**
Strand: **Self**		**Content Area:** **Mental, Emotional, and Social Health**
1.0 Self-Awareness		**Standard 1: Essential Concepts**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Describe their physical characteristics, behavior, and abilities positively.	1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	1.4 Describe characteristics that make each individual unique.
		Other areas covered in the health education content standards under Mental, Emotional, and Social Health for kindergarten: **Standard 1: Essential Concepts** 1.2 Describe the characteristics of families. 1.5 Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry."

2.0 Self-Regulation		**Standard 4: Interpersonal Communication** **Standard 7: Practicing Health-Enhancing Behaviors**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	**Standard 4: Interpersonal Communication** 4.1 Show how to express personal needs and wants appropriately. **Standard 7: Practicing Health-Enhancing Behaviors** 7.1 Express emotions appropriately.
3.0 Social and Emotional Understanding		**Standard 1: Essential Concepts**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Seek to understand people's feelings and behavior; notice diversity in human characteristics; and are interested in how people are similar and different.	3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	1.1 Identify a variety of emotions.
4.0 Empathy and Caring		**Standard 6: Goal Setting** **Standard 7: Practicing Health-Enhancing Behaviors**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
4.1 Demonstrate concern for the needs of others and people in distress.	4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	**Standard 6: Goal Setting** 6.1 Make a plan to help family members at home. **Standard 7: Practicing Health-Enhancing Behaviors** 7.2 Describe positive ways to show care, consideration, and concern for others.

5.0 Initiative in Learning		
At around 48 months	**At around 60 months**	
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	
Strand: **Social Interaction**		**Content Area:** **Mental, Emotional, and Social Health**
1.0 Interactions with Familiar Adults		
At around 48 months	**At around 60 months**	
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	
2.0 Interactions with Peers		**Standard 4: Interpersonal Communication**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	2.1 More actively and intentionally cooperate with each other.	4.2 Cooperate and share with others.

2.2 Participate in simple sequences of pretend play.	2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	
3.0 Group Participation		
At around 48 months	**At around 60 months**	
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	3.1 Participate positively and cooperatively as group members.	
4.0 Cooperation and Responsibility		
At around 48 months	**At around 60 months**	
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	

Strand: **Relationships**		**Content Area:** **Mental, Emotional, and Social Health**
1.0 Attachment to Parents		**Standard 1: Essential Concepts** **Standard 2: Analyzing Influences** **Standard 3: Accessing Valid Information**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Seek security and support from their primary family attachment figures.	1.1 Take greater initiative in seeking support from their primary family attachment figures.	**Standard 1: Essential Concepts** 1.2 Identify trusted adults at home and at school. **Standard 2: Analyzing Influences** 2.1 Identify ways family and friends help promote well-being. **Standard 3: Accessing Valid Information** 3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	

<table>
<tr><td colspan="2">2.0 Close Relationships with Teachers and Caregivers</td><td>Standard 1: Essential Concepts
Standard 3: Accessing Valid Information</td></tr>
<tr><td>At around 48 months</td><td>At around 60 months</td><td>By the end of kindergarten</td></tr>
<tr><td>2.1 Seek security and support from their primary teachers and caregivers.</td><td>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</td><td rowspan="2">Standard 1: Essential Concepts
1.3 Identify trusted adults at home and at school.

Standard 3: Accessing Valid Information
3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.</td></tr>
<tr><td>2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.</td><td>2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.</td></tr>
<tr><td colspan="2">3.0 Friendships</td><td rowspan="3"></td></tr>
<tr><td>At around 48 months</td><td>At around 60 months</td></tr>
<tr><td>3.1 Choose to play with one or two peers whom they identify as friends.</td><td>3.1 Friendships are more reciprocal, exclusive, and enduring.</td></tr>
<tr><td colspan="2"></td><td>Other areas covered in the health education content standards for kindergarten under Mental, Emotional, and Social Health:

Standard 8: Health Promotion
8.1 Encourage others when they engage in safe and healthy behaviors.</td></tr>
</table>

Language and Literacy

This section summarizes the alignment of the preschool learning foundations with (a) the infant/toddler learning and development foundations; (b) the CCSS in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects; and (c) the kindergarten content standards in English–language arts. The preschool learning foundations in Language and Literacy are organized into three developmental strands: **listening and speaking, reading,** and **writing**. The **listening and speaking** strand focuses primarily on language development, as demonstrated by the preschool foundations *language use and conventions*, *vocabulary,* and *grammar*. The other two strands relate to key competencies and concepts in literacy. Specific foundations are grouped into the following substrands: *concepts about print*, *phonological awareness*, *alphabetics and word/print recognition*, *comprehension and analysis of age-appropriate text*, *literacy interest and response,* and *writing strategies*. Table 1.3 shows how the substrands of the preschool learning foundations align with the infant/toddler foundations in Language Development and the CCSS in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

(a) Alignment of the Preschool Learning Foundations in Language and Literacy with the Infant/Toddler Learning and Development Foundations in Language Development

The infant/toddler foundations in the Language Development domain center on four key competencies: *receptive language* (the developing ability to understand language), *expressive language* (the developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances), *communication skills and knowledge* (the developing ability to communicate nonverbally and verbally), and *interest in print* (the developing interest in exploring print in books and the environment). These foundations in language development in the infant/toddler years set the stage for the development of language and literacy skills during the preschool years.

Table 1.3 presents an overview of the alignment between the preschool learning foundations and the infant/toddler foundations in language development. As table 1.3 indicates, the infant/toddler foundation *communication skills and knowledge* continues to develop during the preschool years and corresponds to the preschool substrand *language use and conventions*. *Receptive language* and *expressive language* skills at the infant/toddler age link to preschool children's developing abilities in the substrands of *grammar*, *vocabulary*, *phonological awareness*, and *comprehension and analysis of age-appropriate text*. Children's general *interest in print* in the infant/toddler years is the beginning of children's learning and development described by foundations in the preschool substrands of *concepts about print*, *alphabetic and word/print recognition, literacy interest and response*, and *writing strategies*.

(b) Alignment of the Preschool Learning Foundations in Language and Literacy with the CCSS in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

The CCSS specify the progression of skills and understandings, from kindergarten through grade twelve, in two key domains: (a) English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and (b) Mathematics. The following analysis describes the alignment between the infant/toddler learning and development foundations and the CCSS for **kindergarten** in the Language and Literacy domain.

The development of foundational concepts and skills in Language and Literacy during the preschool years relate to children's development of reading, writing, listening, and speaking skills while in kindergarten. The preschool learning foundations in Language and Literacy and the CCSS in English Language Arts are organized according to the same basic categories (strands): **listening and speaking**, **reading,** and **writing**. The CCSS in English Language Arts and Literacy also include a strand called **language standards**. Each of the strands in the CCSS is organized according to broad, overarching College and Career Readiness (CCR) anchor standards. For each strand, alignment between the preschool learning foundations and the CCSS occurs at both the substrand and the foundation levels. Table 1.3 shows the alignment between preschool

substrands and key areas (CCR anchor standards) in the CCSS for English language arts and literacy. Table 1.4 details the alignment between preschool foundations in language and literacy and the corresponding CCSS for kindergarten.

Table 1.3 shows that the preschool strand **listening and speaking** is aligned with the CCSS strand **speaking and listening**. The strand **reading** in the preschool foundations is aligned with three sets of **reading** standards in the CCSS: *reading standards for literature*, *for informational text*, and *in foundational skills* and standards for *speaking and listening.* The preschool strand **writing** is aligned with the CCSS strand **writing**, and the CCSS strand **language standards** is aligned with components in the preschool strand **listening and speaking**.

Table 1.3 also displays the alignment of the substrands in the preschool foundations with corresponding key areas (CCR anchor standards) in the CCSS. In the strand **listening and speaking**, the substrand *language use and conventions* is aligned with the CCR anchor standards for speaking and listening: *comprehension and collaboration,* and *presentation of knowledge and ideas*. The preschool substrands *vocabulary* and *grammar* are aligned with the CCR anchor standards for language: *vocabulary acquisition and use*, and *conventions of standard English*, respectively. The **reading** substrands in the preschool foundations are aligned with the CCR anchor standards for reading: *key ideas and details*, *craft and structure*, and *integration of knowledge and ideas,* and with the CCSS reading standards: foundational skills in the areas of *phonological awareness, print concepts, phonics and word recognition*.

The CCSS reading standards for kindergarten—*fluency* and *range of reading and level of text complexity*—present skills that emerge in kindergarten and therefore have no corresponding foundations at the preschool level. Table 1.3 shows the specific alignment of the reading substrands with the CCR anchor standards for reading. Finally, the substrand *writing strategies* is aligned with the CCR anchor standard *text types and purposes*. Additional CCSS writing standards for kindergarten exist in the areas of *production and distribution of writing* and *research to build and represent knowledge,* but these do not have corresponding foundations at the preschool level. All preschool

substrands are aligned with corresponding CCSS, except for the substrand *literacy interest and response*.

Table 1.4 displays the alignment between specific preschool learning foundations in Language and Literacy and specific CCSS for kindergarten in language arts and literacy. As indicated by the table, there is substantial correspondence in content between the preschool foundations and the CCSS. The alignment illustrates a progression across age levels in all areas. For example, preschool children's ability to use language to communicate with others in social situations for a variety of purposes (1.0, *language use and conventions*) develops into children's ability to participate in collaborative discussions with diverse partners about kindergarten topics and texts, follow agreed-upon rules for discussion, and continue a conversation with peers and adults through multiple exchanges (CCSS in speaking and listening, *comprehension and collaboration*).

Children's progression in kindergarten is evident in their speaking, listening, reading, and writing abilities. As specified in table 1.4, by the end of kindergarten, children speak audibly and express thoughts, feelings, and ideas (speaking and listening: *presentation of knowledge and ideas*); determine or clarify the meaning of unknown and multiple-meaning words (language standards: *vocabulary acquisition and use*); and demonstrate command of the conventions of standard English grammar and usage (language standards: *conventions of standard English*). They also understand the organization and basic features of print (reading standards: foundational skills, *print concepts*); know and apply grade-level phonics and word analysis skills in decoding words (reading standards: foundational skills *phonics and word recognition*); ask and answer questions about key details in a text (reading; *key ideas and details*); and use a combination of drawing, dictating, and writing to compose opinion pieces or informative/explanatory texts (writing; *text types and purposes*).

Table 1.3
Overview of the Alignment Between the Language and Literacy Domain and the Common Core State Standards

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**Common Core State Standards Kindergarten**
Language Development	**Language and Literacy**	**English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**
	Listening and Speaking	**Speaking and Listening Standards**
Communication Skills and Knowledge →	Language Use and Conventions →	Comprehension and Collaboration Presentation of Knowledge and Ideas
		Language Standards
Receptive Language Expressive Language →	Vocabulary →	Vocabulary Acquisition and Use
	Grammar →	Conventions of Standard English
	Reading	**Reading Standards for Literature** **Reading Standards for Informational Text** **Reading Standards: Foundational Skills** **Speaking and Listening Standards**
	Phonological Awareness →	Phonological Awareness
Receptive Language Expressive Language →	Comprehension and Analysis of Age-Appropriate Text →	Key Ideas and Details Integration of Knowledge and Ideas Comprehension and Collaboration

Table 1.3 *(continued)*

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**Common Core State Standards Kindergarten**
Language Development	**Language and Literacy**	**English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**
	Reading	**Reading Standards for Literature** **Reading Standards for Informational Text** **Reading Standards: Foundational Skills** **Speaking and Listening Standards**
Interest in Print →	Concepts about Print →	Print Concepts Craft and Structure
	Alphabetics and Word/ Print Recognition →	Print Concepts Phonics and Word Recognition
	Literacy Interest and Response	
	Writing	**Writing Standards**
Interest in Print →	Writing Strategies →	Text Types and Purposes

Table 1.4 Detailed View of the Alignment Between the Language and Literacy Domain and the Common Core State Standards	
California Preschool Learning Foundations	**Common Core State Standards** **Kindergarten**
Domain: **Language and Literacy**	**English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**
Strand: **Listening and Speaking**	**Speaking and Listening Standards** **Language Standards**
Substrand: **1.0 Language Use and Conventions**	**Speaking and Listening Standards:** ▪ **Comprehension and Collaboration** ▪ **Presentation of Knowledge and Ideas**

At around 48 months	At around 60 months	By the end of kindergarten
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	**Comprehension and Collaboration** 1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **a. Understand and follow one- and two-step oral directions.** * 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
1.2 Speak clearly enough to be understood by familiar adults and children	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	**Presentation of Knowledge and Ideas** 6. Speak audibly and express thoughts, feelings, and ideas clearly.
1.3 Use accepted language and style during communication with familiar adults and children.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
1.4 Use language to construct short narratives that are real or fictional.†[1]	1.4 Use language to construct extended narratives that are real or fictional.†	**Presentation of Knowledge and Ideas** 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

* Added by California to the CCSS.

† The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

2.0 Vocabulary		**Language Standards:** ▪ **Vocabulary Acquisition and Use**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	**Vocabulary Acquisition and Use** 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.* a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	2.2 Understand and use accepted words for categories of objects encountered in everyday life.	
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.	
3.0 Grammar		**Language Standards:** ▪ **Conventions of Standard English**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two	3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two	**Conventions of Standard English** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

phrases or two to three concepts to communicate ideas.	to three phrases or three to four concepts to communicate ideas.	a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	
Strand: **Reading**		**Reading Standards for Literature** **Reading Standards for Informational Text** **Reading Standards: Foundational Skills**
Substrand: **1.0 Concepts about Print**		**Reading Standards: Foundational Skills** • **Print Concepts** **Reading Standards for Literature:** • **Craft and Structure** **Reading Standards for Informational Text:** • **Craft and Structure**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	**Reading Standards: Foundational Skills** • **Print Concepts** 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters.
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning	

<table>
<tr><td></td><td></td><td>c. Understand that words are separated by spaces in print.

Reading Standards for Literature
• Craft and Structure
5. Recognize common types of texts (e.g., storybooks, poems, <u>fantasy, realistic text</u>).
6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Reading Standards for Informational Text
• Craft and Structure
5. Identify the front cover, back cover, and the title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td></tr>
<tr><td colspan="2">2.0 Phonological Awareness</td><td>Reading Standards: Foundational Skills
• Phonological Awareness</td></tr>
<tr><td>At around 48 months</td><td>At around 60 months</td><td>By the end of kindergarten</td></tr>
<tr><td rowspan="2">Note: The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.</td><td>2.1 Orally blends and delete words and syllables without the support of pictures or objects.</td><td rowspan="2">Phonological Awareness
2. Demonstrate understanding of spoken words, syllables, and sounds.
a. Recognize and produce rhyming words.
b. Count, pronounce, blend, and segment syllables in spoken words.
c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td></tr>
<tr><td>2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.</td></tr>
<tr><td colspan="2">3.0 Alphabetics and Word/Print Recognition</td><td>Reading Standards: Foundational Skills
• Print Concepts
• Phonics and Word Recognition</td></tr>
</table>

*Boldface underlined words represent California's addition to the CCSS.

<table>
<tr><th>At around 48 months</th><th>At around 60 months</th><th>By the end of kindergarten</th></tr>
<tr><td>3.1 Recognize the first letter of own name.</td><td>3.1 Recognize own name or other common words in print.</td><td rowspan="3">Print Concepts
1. Demonstrate understanding of the organization and basic features of print.
d. Recognize and name all upper- and lowercase letters of the alphabet.
Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text</u>.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.[†]
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td></tr>
<tr><td>3.2 Match some letter names to their printed form.</td><td>3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</td></tr>
<tr><td></td><td>3.3 Begin to recognize that letters have sounds.</td></tr>
<tr><td colspan="2"></td><td>Other standards covered under “Reading Standards: Foundational Skills” for Kindergarten:
Fluency
4. Read emergent-reader texts with purpose and understanding.</td></tr>
</table>

[†]The footnote that appears in the published version of this CCSS has been omitted so that the alignment can be highlighted.

4.0 Comprehension and Analysis of Age-Appropriate Text		**Reading Standards for Literature** • **Key Ideas and Details** • **Integration of Knowledge and Ideas** **Reading Standards for Informational Text** • **Key Ideas and Details** • **Integration of Knowledge and Ideas** **Speaking and Listening Standards** • **Comprehension and Collaboration**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	**Reading Standards for Literature** • **Key Ideas and Details** 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. **Reading Standards for Literature** • **Integration of Knowledge and Ideas** 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **Speaking and Listening Standards** ▪ **Comprehension and Collaboration** 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	4.2 Use information from Informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	**Reading Standards for Informational Text** • **Key Ideas and Details** 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic to retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **Reading Standards for Informational Text** • **Integration of Knowledge and Ideas** 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **Speaking and Listening Standards** • **Comprehension and Collaboration** 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Other standard covered under "Reading for Literature" and "Reading for Informational" text: **Range of Reading and Level of Text Complexity** 10. Actively engage in group reading activities with purpose and understanding.

5.0 Literacy Interest and Response		
At around 48 months	**At around 60 months**	**By the end of kindergarten**
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	
5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.	

Strand: **Writing**		**Writing Standards**
Substrand: **1.0 Writing Strategies**		**Writing Standards** • **Text Types and Purposes**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.	
1.2 Write using scribbles that are different from pictures.	1.2 Writes letter or letter-like shapes to represent words or ideas.	**Text Types and Purposes** 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
1.3 Write marks to represent own name.	1.3 Writes first name nearly correctly.	
		Additional standards under Writing Standards • **Production and Distribution of Writing** • **Research to Build and Present Knowledge**

	Production and Distribution of Writing 4. (Begins in grade 2) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research to Build and Present Knowledge 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

(c) Alignment of the Preschool Learning Foundations in Language and Literacy with the Kindergarten Content Standards in English–Language Arts

This section describes the alignment of the preschool foundations in Language and Literacy with the kindergarten content standards in English–language arts for California public schools. The preschool learning foundations in Language and Literacy are organized in three developmental strands: **listening and speaking, reading,** and **writing**. The **listening and speaking** strand focuses primarily on language development, with the preschool foundations *language use and conventions*, and *vocabulary* and *grammar*. The other two strands relate to key competencies and concepts in literacy. Specific foundations in **reading** are grouped into the following substrands: *concepts about print*, *phonological awareness*, *alphabetic and word/print recognition*, *comprehension and analysis of age-appropriate text*, *literacy interest and response,* and *writing strategies*. Table 1.5 shows how the preschool learning foundations align with the kindergarten content standards in English–language arts. The development of foundational concepts and skills in language and literacy during the preschool years relate to children's development of reading, writing, listening, and speaking skills while in kindergarten. The preschool learning foundations in language and literacy and the kindergarten content standards in English–language arts are organized according to the same basic categories (strands): **listening and speaking**, **reading,** and **writing**. The kindergarten content standards also include a strand called **written and oral English language conventions.** For each strand, alignment between the preschool learning foundations and the kindergarten content standards occurs at both the substrand and foundation/content standard levels. Table 1.5 shows the alignment between preschool substrands and kindergarten substrands, and table 1.6 details the alignment between preschool foundations and kindergarten English–language arts content standards.

Table 1.5 shows how the preschool learning foundations substrand of *language use and conventions* corresponds to the kindergarten content standards of *listening and speaking strategies, speaking applications, and written and oral English language conventions*. The eight remaining substrands of the preschool learning foundations link

to the substrands of the kindergarten content standards in the following way: *grammar* aligns with *written and oral English language conventions (sentence structure)*; *vocabulary* aligns with *vocabulary and concept development*; *phonological awareness* aligns with *phonemic awareness*; *comprehension and analysis of age-appropriate text* aligns with *comprehension and analysis of grade-level-appropriate text* and with *narrative analysis of grade-level-appropriate text. Concepts about print* align with *concepts about print, structural features of informational materials*, and *narrative analysis of grade-level-appropriate text*; *alphabetic and word/print recognition* aligns with *concepts about print* and *decoding and word recognition*; and *writing strategies* align with *writing strategies*. In summary, for almost every substrand of preschool learning foundations, there is at least one substrand of kindergarten content standards that reflects the content of those preschool foundations. *Literacy interest and response* is the only preschool foundation substrand that does not align with any of the kindergarten content standards.

Table 1.6 delineates the alignment between specific preschool learning foundations for Language and Literacy and specific kindergarten content standards for English–language arts. Close inspection of this table reveals a noteworthy amount of direct correspondence between preschool foundations and kindergarten content standards. In some cases, there is a direct link between a preschool foundation and a kindergarten content standard. For example, the preschool foundation at around 60 months (1.4, “Use language to construct extended narratives that are real or fictional”) relates directly to the kindergarten content standard 2.3, “Relate an experience or creative story in a logical sequence.” Though the content of specific foundations and standards at the two age levels may be organized somewhat differently and may not always correspond one to one, a progression can be mapped in all areas of learning and development.

Table 1.5
Overview of the Alignment Between the Language and Literacy Domain and the California Content Standards

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
Language Development	**Language and Literacy**	**English–Language Arts**
	Listening and Speaking	**Listening and Speaking**
Communication Skills and Knowledge →	Language Use and Conventions →	Listening and Speaking Strategies: *Comprehension* Speaking Applications **Written and Oral English Language Conventions** Written and Oral Language Conventions: *Sentence Structure*
Receptive Language Expressive Language →	Grammar →	**Written and Oral English Language Conventions** Written and Oral Language Conventions: *Sentence Structure*
	Vocabulary →	**Reading** Word Analysis, Fluency, and Systematic Vocabulary Development: *Vocabulary and Concept Development* **Listening and Speaking** Speaking Applications

Table 1.5 *(continued)*

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
Language Development	**Language and Literacy**	**English–Language Arts**
	Reading	**Reading**
Receptive Language Expressive Language	Phonological Awareness	Word Analysis, Fluency, and Systematic Vocabulary Development: *Phonemic Awareness*
	Comprehension and Analysis of Age-Appropriate Text	Reading Comprehension: *Comprehension and Analysis of Grade-Level-Appropriate Text* Literacy Response and Analysis: *Narrative Analysis of Grade-Level-Appropriate Text*
Interest in Print	Concepts about Print	Word Analysis, Fluency, and Systematic Vocabulary Development: *Concepts About Print* Reading Comprehension: *Structural Features of Informational Materials* Literacy Response and Analysis: *Narrative Analysis of Grade-Level-Appropriate Text*
	Alphabetics and Word/Print Recognition	Word Analysis, Fluency, and Systematic Vocabulary Development: *Concepts About Print; Decoding and Word Recognition*
	Literacy Interest and Response	

Table 1.5 *(continued)*

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
Language Development	**Language and Literacy**	**English–Language Arts**
	Writing	**Writing**
Interest in Print →	Writing Strategies →	Writing Strategies: *Organization and Focus; Penmanship* **Written and Oral English Language Conventions** Written and Oral English Language Conventions: *Spelling*

Table 1.6 Detailed View of the Alignment Between the Language and Literacy Domain and the California Content Standards		
California Preschool Learning Foundations		**California Content Standards** **Kindergarten**
Domain: **Language and Literacy**		**Domain:** **English–Language Arts**
Strand: **Listening and Speaking**		**Listening and Speaking** Also aligned with elements from: **Reading** **Written and Oral English Language Conventions**
2.0 Language Use and Conventions		**Listening and Speaking** **1.0 Listening and Speaking Strategies: *Comprehension*** **2.0 Speaking Applications (Genres and Their Characteristics)** Also aligned with elements from: **Written and Oral English Language Conventions** **1.0 Written and Oral Language Conventions: *Sentence Structure***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
Children understand and use language to communicate with others effectively.	**Children extend their understanding and usage of language to communicate with others effectively.**	**1.0 Listening and Speaking Strategies** Students listen and respond to oral communication. They speak in clear and coherent sentences. **2.0 Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

		1.0 Written and Oral Language Conventions Students write and speak with a command of standard English conventions.
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	***Comprehension*** **(Listening and Speaking Strategies)** 1.1 Understand and follow one- and two-step oral directions. 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. **Speaking Applications** 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. 2.2 Recite short poems, rhymes, and songs. ***Sentence Structure*** **(Written and Oral Language Conventions)** 1.1 Recognize and use complete, coherent sentences when speaking.
1.2 Speak clearly enough to be understood by familiar adults and children.	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	
1.3 Use accepted language and style.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	
1.4 Use language to construct short narratives that are real or fictional.	1.4 Use language to construct extended narratives that are real or fictional.	**Speaking Applications** 2.3 Relate an experience or creative story in a logical sequence.
3.0 Vocabulary		**Reading** **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development:** ***Vocabulary and Concept Development*** Also aligned with elements from: **Listening and Speaking** **2.0 Speaking Applications (Genres and Their Characteristics)**

At around 48 months	At around 60 months	By the end of kindergarten
Children develop age-appropriate vocabulary.	**Children develop age-appropriate vocabulary.**	**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development** Students know about letters, words, and sounds. They apply this knowledge to read simple sentences. **2.0 Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	***Vocabulary and Concept Development*** **(Word Analysis, Fluency, and Systematic Vocabulary Development)** 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). 1.18 Describe common objects and events in both general and specific language. **Speaking Applications** 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	2.2 Understand and use accepted words for categories of objects encountered in everyday life.	
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.	
3.0 Grammar		**1.0 Written and Oral English Language Conventions: *Sentence Structure***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
Children develop age-appropriate grammar.	**Children develop age-appropriate grammar.**	**Students write and speak with a command of standard English conventions.**
3.1 Understand and use	3.1 Understand and use	***Sentence Structure***

increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	1.1 Recognize and use complete, coherent sentences when speaking.
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	
Strand: **Reading**		**Reading**
1.0 Concepts about Print		**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: *Concepts About Print*** Also aligned with elements from: **2.0 Reading Comprehension: *Structural Features of Informational Materials*** **3.0 Literacy Response and Analysis: *Narrative Analysis of Grade-Level-Appropriate Text***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
Children begin to recognize print conventions and understand that print carries meaning.	**Children recognize print conventions and understand that print carries specific meaning.**	**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development** Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

		2.0 Reading Comprehension Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). **3.0 Literacy Response and Analysis** Students listen and respond to stories based on well-known characters, themes, plots, and settings.
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	***Concepts About Print*** **(Word Analysis, Fluency, and Systematic Vocabulary Development)** 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. ***Structural Features of Informational Materials*** **(Reading Comprehension)** 2.1 Locate the title, table of contents, name of author, and name of illustrator. ***Narrative Analysis of Grade-Level-Appropriate Text*** **(Literacy Response and Analysis)** 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning.*	

Note: The footnotes that appear in the published version of the preschool foundations have been omitted so that the alignments can be highlighted.

<table>
<tr><th colspan="2">2.0 Phonological Awareness</th><th>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Phonemic Awareness</th></tr>
<tr><th>At around 48 months</th><th>At around 60 months</th><th>By the end of kindergarten</th></tr>
<tr><td></td><td>Children develop age-appropriate phonological awareness.</td><td>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</td></tr>
<tr><td rowspan="2">Note: The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.</td><td>2.1 Orally blends and delete words and syllables without the support of pictures or objects.</td><td rowspan="2">Phonemic Awareness
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/ difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).

1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel consonant).

1.9 Blend vowel-consonant sounds orally to make words or syllables.

1.10 Identify and produce rhyming words in response to an oral prompt.

1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

1.12 Track auditorily each word in a sentence and each syllable in a word.

1.13 Count the number of sounds in syllables and syllables in words.</td></tr>
<tr><td>2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.</td></tr>
</table>

<table>
<tr><td colspan="2">3.0 Alphabetics and Word/Print Recognition</td><td>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Concepts About Print; Decoding and Word Recognition</td></tr>
<tr><td>At around 48 months</td><td>At around 60 months</td><td>By the end of kindergarten</td></tr>
<tr><td>Children begin to recognize letters of the alphabet.</td><td>Children extend their recognition of letters of the alphabet.</td><td>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</td></tr>
<tr><td>3.1 Recognize the first letter of own name.</td><td>3.1 Recognize own name or other common words in print.</td><td rowspan="3">Concepts About Print
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.
Decoding and Word Recognition
1.14 Match all consonant and short-vowel sounds to appropriate letters.
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</td></tr>
<tr><td>3.2 Match some letter names to their printed form.</td><td>3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</td></tr>
<tr><td></td><td>3.3 Begin to recognize that letters have sounds.</td></tr>
<tr><td colspan="2">4.0 Comprehension and Analysis of Age-Appropriate Text</td><td>2.0 Reading Comprehension: Comprehension and Analysis of Grade-Level-Appropriate Text
3.0 Literacy Response and Analysis: Narrative Analysis of Grade-Level-Appropriate Text</td></tr>
<tr><td>At around 48 months</td><td>At around 60 months</td><td>By the end of kindergarten</td></tr>
<tr><td>Children demonstrate understanding of age-appropriate text read aloud.</td><td>Children demonstrate understanding of age-appropriate text read aloud.</td><td>2.0 Reading Comprehension
Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).</td></tr>
</table>

		3.0 Literacy Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots, and settings.
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events and ordering of events through answering questions, retelling, reenacting, or creating artwork.	***Comprehension and Analysis of Grade-Level-Appropriate Text*** **(Reading Comprehension)** 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. 2.5 Ask and answer questions about essential elements of a text. ***Narrative Analysis of Grade-Level-Appropriate Text*** **(Literacy Response and Analysis)** 3.1 Distinguish fantasy from realistic text. 3.3 Identify characters, settings, and important events.
4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	4.2 Use information from Informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	
5.0 Literacy Interest and Response		
At around 48 months	**At around 60 months**	
Children demonstrate motivation for literacy activities.	**Children demonstrate motivation for a broad range of literacy activities.**	
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	
5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.	
Strand: **Writing**		**Writing** Also aligned with elements from:

		Written and Oral English Language Conventions
1.0 Writing Strategies		**1.0 Writing Strategies:** *Organization and Focus; Penmanship* Also aligned with elements from: **1.0 Written and Oral English Language Conventions:** *Spelling*
At around 48 months	**At around 60 months**	**By the end of kindergarten**
Children demonstrate emergent writing skills.	**Children demonstrate increasing emergent writing skills.**	**1.0 Writing Strategies** Students write words and brief sentences that are legible. **1.0 Written and Oral English Language Conventions** Students write and speak with a command of standard English conventions.
Note: The footnotes that appear in the published version of the preschool foundations have been omitted so that the alignments can be highlighted.		
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.	***Organization and Focus*** **(Writing Strategies)** 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle). 1.3 Write by moving from left to right and from top to bottom. ***Penmanship*** **(Writing Strategies)** 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters. ***Spelling*** **(Written and Oral English Language Conventions)** 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
1.2 Write using scribbles that are different from pictures.	1.2 Writes letter or letter-like shapes to represent words or ideas.	
1.3 Write marks to represent own name.	1.3 Writes first name nearly correctly.	

English-Language Development

This section describes the alignment of the preschool foundations in English-Language Development (ELD) with the infant/toddler foundations in Language Development and with the kindergarten content standards for California public schools in ELD. The preschool learning foundations in ELD describe a typical developmental progression in four general categories of English acquisition: **listening, speaking, reading,** and **writing.** The foundations in ELD describe a continuum of beginning, middle, and later stages of English acquisition. Table 1.7 shows how the substrands of the preschool learning foundations in ELD align with the infant/toddler foundations in Language Development and with the kindergarten content standards in ELD.

Children's language and literacy skills in their first language contribute to acquiring English. Children who are English-language learners transfer the skills of their home language to the process of learning English. The alignment draws the connection between the infant/toddler foundations in Language Development and the preschool foundations in ELD. As table 1.7 indicates, the development of children's receptive and expressive language skills, communication skills, and interest in print in their home language provides the foundation for their development of listening, speaking, reading, and writing skills in English. The infant/toddler foundation *receptive language* is aligned with the preschool ELD strand **listening;** the infant/toddler foundation *expressive language* is aligned with the preschool ELD strand **speaking.** The foundation *communication skills and knowledge* corresponds to the preschool substrand of *understanding and using social conventions in English*, and the infant/toddler foundation *interest in print* is aligned with the ELD strands **reading** and **writing.**

Table 1.7 also presents the alignment of the preschool foundations in ELD with the K–12 standards for ELD. The four strands (listening, speaking, reading and writing) in the preschool foundations for ELD are aligned with the content categories of California's ELD standards (listening and speaking, reading, writing) in K–12. The K–12 ELD standards have three levels: beginning, intermediate, and advanced. Similarly, the

preschool foundations in ELD are defined at the beginning, middle, and later stages of English acquisition.

The K–12 ELD standards do not necessarily represent a developmental progression from preschool to kindergarten. The K–12 ELD standards apply to different aspects of children's individual levels of English acquisition. Consequently, it is not appropriate to align specific preschool foundations with specific kindergarten standards in the ELD domain. The alignment points only to corresponding content areas (substrands) in the preschool foundations and the K–12 ELD standards; it does not identify the next level of English acquisition for children entering kindergarten. Therefore, there is no table aligning specific preschool foundations with specific K–12 standards in the ELD domain.

The alignment draws upon the parallel content areas between the preschool foundations in ELD and the K–12 standards in ELD. As table 1.7 shows, for almost every substrand of preschool learning foundations in ELD, there is at least one substrand of the kindergarten content standards that reflects the content of those preschool foundations. Two substrands in the preschool learning foundations have no corresponding content in the K–12 standards in ELD: *Children demonstrate an appreciation and enjoyment of reading and literature* and *Children demonstrate awareness that print carries meaning*.

Overall, the K–12 substrands are aligned with the preschool substrands in ELD as follows: *strategies and applications* (*comprehension)* and *word analysis, fluency, and systematic vocabulary development* (*vocabulary and concept development)* are aligned with the preschool substrands related to **listening;** *strategies and applications* (*comprehension and organization and delivery of oral communication*) and *word analysis, fluency, and systematic vocabulary development* (*vocabulary and concept development)* correspond to the substrand under **speaking;** and the K–12 substrands *reading comprehension* (*comprehension and analysis of grade-level-appropriate text; structural features of informational materials)* and *word analysis, fluency, and systematic vocabulary development (phonemic awareness; decoding and word*

recognition) are aligned with the preschool substrands related to **reading.** Finally, the K–12 writing substrands, *strategies and applications (penmanship, organization and focus*) are aligned with the preschool substrand related to **writing.**

Table 1.7
Overview of the Alignment Between the English-Language Development Domain and the California Content Standards

English Language Development		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
Language Development	**English-Language Development**	**K–12 English-Language Development Standards**
	Listening	**Listening and Speaking**
Receptive Language →	Children listen with understanding. →	Strategies and Applications: *Comprehension* **Reading** Word Analysis, Fluency, and Systematic Vocabulary Development: *Vocabulary and Concept Development*
	Speaking	**Listening and Speaking**
Expressive Language →	Children use nonverbal and verbal strategies to communicate with others. Children use language to create oral narratives about their personal experiences. →	Strategies and Applications: *Organization and Delivery of Oral Communication* **Reading** Word Analysis, Fluency, and Systematic Vocabulary Development: *Vocabulary and Concept Development*
Communication Skills and Knowledge →	Children begin to understand and use social conventions in English. →	**Listening and Speaking** Strategies and Applications: *Organization and Delivery of Oral Communication*

Table 1.7 *(continued)*

English Language Development

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Language Development	**English-Language Development**	**K–12 English-Language Development Standards**
	Reading	**Reading**
Interest in Print →	Children demonstrate an appreciation and enjoyment of reading and literature.	
	Children show an increasing understanding of book reading. →	Reading Comprehension: *Comprehension and Analysis of Grade-Level-Appropriate Text; Structural Features of Informational Materials*
	Children demonstrate an understanding of print conventions. →	Reading Comprehension: *Comprehension and Analysis of Grade-Level-Appropriate Text*
	Children demonstrate awareness that print carries meaning.	
Expressive Language →	Children demonstrate progress in their knowledge of the alphabet in English.	Word Analysis, Fluency, and Systematic Vocabulary Development: *Phonemic Awareness; Decoding and Word Recognition*
	Children demonstrate phonological awareness.	
	Writing	**Writing**
Interest in Print →	Children use writing to communicate their ideas. →	Strategies and Applications: *Penmanship; Organization and Focus*

Mathematics

This section summarizes the alignment of the preschool learning foundations in Mathematics with (a) the infant/toddler learning and development foundations in Cognitive Development, (b) the CCSS for mathematics, and (c) the kindergarten content standards for mathematics.

The preschool learning foundations in Mathematics identify a set of mathematical skills and concepts that preschool children develop. There are five strands: **number sense, algebra and functions (classification and patterning), measurement, geometry,** and **mathematical reasoning.** Specific foundations within the strands are grouped into substrands. The **number sense** strand is divided into *children's understanding of numbers and quantities* and *children's understanding of number relationships and operations*. The **algebra and functions** strand includes key competencies related to two areas: *classification* and *patterning*. The foundations in the **measurement** strand are about children's ability to *compare*, *order*, and *begin to measure*. The **geometry** strand includes the ability to *identify and use shapes* and the *understanding of positions in space*. The strand on **mathematical reasoning** is about applying mathematical strategies to solve problems that arise in the everyday environment. Table 1.8 displays how the strands and substrands of the preschool learning foundations align with the infant/toddler foundations in the Cognitive-Development domain and with the kindergarten CCSS for Mathematics.

(a) Alignment of the Preschool Learning Foundations in Mathematics with the Infant/Toddler Learning and Development Foundations in Cognitive Development

A range of core mathematical abilities identified in the preschool learning foundations in Mathematics emerge and begin to develop during the infant/toddler years. Five of the infant/toddler foundations in Cognitive Development center on key mathematical concepts and skills: *number sense*, *classification*, *understanding of personal care routines*, *spatial relationships*, and *problem solving*. These foundations in Cognitive Development during the infant/toddler years set the stage for the development of mathematical skills during the preschool years.

Table 1.8 shows how the infant/ toddler foundation *number sense* corresponds to the preschool substrands related to *number sense,* focusing on children's understanding of quantity, number relationships, and operations (addition and subtraction). Similarly, the infant/toddler foundation *classification* corresponds to the preschool substrand *classification,* focusing on children's continuous development of the ability to sort and classify objects in their everyday environment. The infant/toddler foundation *understanding of personal care routine* is linked to children's ability to identify simple repeating patterns. The daily routine follows a pattern, and children are able to anticipate and or predict what comes next. *Spatial relationships,* the developing understanding in the infant/toddler years of how things move and fit in space, set the stage for children's learning about *shapes* and *positions in space* (geometry strand) and about *comparing*, *ordering* and *measuring objects* (measurement strand). The development of *problem-solving* skills in the infant/toddler years is linked to children's *mathematical reasoning,* the ability to use mathematical thinking to solve problems that arise in their everyday environment.

(b) Alignment of the Preschool Learning Foundations in Mathematics with the Common Core State Standards in Mathematics

The foundations and the CCSS in Mathematics cover the same key areas of learning. The first four strands in the preschool foundations in Mathematics are aligned with CCSS for *mathematical content*. The preschool strand **number sense** is aligned with the CCSS categories: *counting and cardinality*, *operations and algebraic thinking,* and *number and operations in base ten*.

The preschool strand **algebra and functions (classification and patterning)** is aligned with components in the CCSS category of *measurement and data*. Content related to classification appears under **algebra and functions** in the preschool foundations and under **measurement and data** in the CCSS. The preschool strand **measurement** is aligned with the CCSS of *measurement and data*, and the strand **geometry** is directly aligned with the CCSS cluster of standards in *geometry*. The last preschool strand, **mathematical reasoning,** is aligned with the CCSS for *mathematical*

practices. Table 1.8 shows the alignment between strands and substrands in the preschool foundations and the content categories in the CCSS for Mathematics. Table 1.9 details the alignment between specific preschool foundations and specific kindergarten standards in the CCSS for Mathematics.

For every substrand of the preschool learning foundations, there is a category in the CCSS with corresponding content. The substrands under **number sense**—*understanding numbers and quantities* and *understanding number relationships and operations*—correspond directly to the CCSS in the categories *counting and cardinality* and *operations and algebraic thinking*, respectively. Content in *number and operations in base ten* of the CCSS is too advanced for there to be corresponding content in the preschool foundations. The preschool substrand addressing *sorting and classifying objects* aligns with the CCSS of *classify objects and count the number of objects in each category*. However, preschool substrand 2.0 on patterning has no corresponding content in the CCSS. The preschool strand on **measurement,** about comparing, ordering, and measuring objects, is aligned with the kindergarten CCSS of *Describe and compare measurable attributes*. The preschool substrand under **geometry** *(Children identify and use a variety of shapes in their environment)* is aligned with the standards in the CCSS categories under geometry: *Identify and describe shapes* and *Analyze, compare, create, and compose shapes*. Finally, the preschool substrand *Children use mathematical thinking to solve problems*, under the strand **mathematical reasoning** is aligned with the CCSS for mathematical practices. These include processes that involve mathematical problem solving such as *Make sense of problems and persevere in solving them*, and *Reason abstractly and quantitatively*.

Table 1.9 delineates the alignment between specific preschool learning foundations and specific CCSS in the Mathematics domain. Close inspection of this table reveals substantial similarities in content between the preschool foundations and the CCSS in Mathematics. All preschool foundations have corresponding content except for the ones in the areas of subitizing (number sense 1.3), patterning (algebra and functions 2.1; 2.2), and measuring length (measurement 1.3). The CCSS for Mathematics mainly

emphasize two content areas in kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects, corresponding to the preschool foundations in number sense; and (2) describing shapes and space, corresponding to the preschool foundations in geometry.

The alignment illustrates a progression in learning and development of mathematical concepts and skills across age levels. For example, while preschool children gradually learn to count up to 20 with increasing accuracy, by the end of kindergarten, as specified in the CCSS, they count up to 100 by ones and tens, and can count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Similarly, in the area of geometry, preschool children's ability to identify, describe, and construct a variety of shapes, as described by the preschool foundations in geometry, continues to develop. By the end of kindergarten, as described in the CCSS, they correctly name shapes regardless of their orientation or overall size and analyze and compare two- and three-dimensional shapes in different sizes and orientations. The CCSS also include differentiated standards in mathematical reasoning.

Table 1.8
Overview of the Alignment Between the Mathematics Domain and the Common Core State Standards

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	Common Core State Standards Kindergarten
Cognitive Development	**Mathematics**	**Mathematics**
	Number Sense	**Counting and Cardinality** Know number names and the count sequence Count to tell the number of objects Compare numbers
Number Sense →	Children understand numbers and quantities in their everyday environment. →	
	Children understand number relationships and operations in their everyday environment. →	**Operations and Algebraic Thinking** Understand addition as putting together and adding to, and subtraction as taking apart and taking from **Number and Operations in Base Ten** Work with numbers 11–19 to gain foundations for place value
	Algebra and Functions (Classification and Patterning)	**Measurement and Data**
Classification →	Children sort and classify objects in their everyday environment. →	Classify objects and count the number of objects in categories
Understanding of Personal Routine →	Children recognize/expand understanding of simple repeating patterns.	

Table 1.8 *(continued)*

Mathematics		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**Common Core State Standards Kindergarten**
Cognitive Development	**Mathematics**	**Mathematics**
	Measurement	**Measurement and Data**
Spatial Relationships →	Children compare, order, and measure objects. →	Describe and compare measurable attributes
	Geometry	**Geometry**
Spatial Relationships →	Children identify and use shapes. →	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Analyze, compare, create, and compose shapes.
	Children understand positions in space. →	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Table 1.8 *(continued)*

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	Common Core State Standards Kindergarten
Cognitive Development	**Mathematics**	**Mathematics**
Problem Solving →	Children use mathematical thinking to solve problems in their everyday environment. →	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

Table 1.9 Detailed View of the Alignment Between the Mathematics Domain and the Common Core State Standards		
California Preschool Learning Foundations		**Common Core State Standards** **Kindergarten**
Domain: **Mathematics**		**Mathematics**
Strand: **Number Sense**		**Counting and Cardinality** **Operations and Algebraic Thinking** **Number and Operations in Base Ten**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children begin to understand numbers and quantities in their everyday environment.	**1.0 Children expand their understanding of numbers and quantities in their everyday environment.**	**Counting and Cardinality** ▪ **Know number names and the count sequence.** ▪ **Count to tell the number of objects.**
1.1 Recite numbers in order to ten with increasing accuracy.	1.1 Recites numbers in order to twenty with increasing accuracy.	**Know number names and the count sequence.** 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
1.2 Begin to recognize and name a few written numerals.	1.2 Recognize and know the name of some written numerals.	**Know number names and the count sequence.** 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	1.3 Identify without counting the number of objects in a collection of up to four objects (i.e., subitize).	

1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	1.4 Count up to ten objects, using one-to-one correspondence with increasing accuracy.	**Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each name with one and only one object. 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
1.5 Use the number name of the last object counted to answer the question, "How many…?"	1.5 Understand, when counting, that the number name of the last object counted represent the total number of objects in the group (i.e., cardinality)	**Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
2.0 Children begin to understand number relationships and operations in their everyday environment.	**2.0 Children expand their understanding of number relationships and operations in their everyday environment.**	**Counting and Cardinality** ▪ **Compare Numbers** **Operations and Algebraic Thinking** ▪ **Understand addition as putting and adding to, and understand subtraction as taking apart and taking from.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same"	2.1 Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").	**Compare Numbers** 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. 7. Compares two numbers between 1 and 10 presented as written

		numerals.
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	2.2 Understands that adding one or taking away one changes the number in a small group of objects by exactly one.	**Understand addition as putting and adding to, and understand subtraction as taking apart and taking from.** 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., clap), acting out situations, verbal explanations, expressions, or equations. 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problems. 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 5. Fluently add and subtract within 5.
2.3 Understand that putting two groups of objects together will make a bigger group.	2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	
2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	
		Number and Operations in Base Ten ▪ **Work with numbers 11–19 to gain foundations for place value.**
		Work with numbers 11–19 to gain foundations for place value. 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed by ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Strand: **Algebra and Functions (Classification and Patterning)**		**Measurement and Data**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children begin to sort and classify objects in their everyday environment.	**1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.**	**Measurement and Data** ▪ **Classify objects and count the number of objects in each category.**
1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).*	3. Classify objects into given categories, count the numbers of objects in each category and sort the categories by count.
2.0 Children begin to recognize simple, repeating patterns.	**2.0 Children expand their understanding of simple, repeating patterns.**	
2.1 Begin to identify or recognize a simple repeating pattern.	2.1 Recognizes and duplicates simple repeating patterns.	
2.2 Attempt to create a simple repeating pattern or participate in making one.	2.2 Begin to extend and create simple repeating patterns	

*The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

Strand: **Measurement**		**Measurement and Data**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children begin to compare and order objects.	**1.0 Children expand their understanding of comparing, ordering, and measuring objects.**	**Measurement and Data** ▪ **Describe and compare measurable attributes.**
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
1.2 Order three objects by size.	1.2 Order four or more objects by size.	
	1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.*	
		4. Demonstrate an understanding of concepts time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). (CA-Standard MG 1.2) ***a. Name the days of the week. (CA-Standard 1.3)*** ***b. Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bedtime is 8 o'clock at night). (CA-Standard MG 1.4).***

*The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

Strand: **Geometry**		**Geometry**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children begin to identify and use common shapes in their everyday environment.	**1.0 Children identify and use a variety of shapes in their everyday environment.**	**Geometry** ▪ **Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).** ▪ **Analyze, compare, create, and compose shapes.**
1.1 Identify simple two-dimensional shapes, such as a circle and square.	1.1 Identify, describe, and construct a variety of different shapes, including variations of circle, triangle, rectangle, square, and other shapes.	**Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects I the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*. 2. Correctly name shapes regardless of their orientations or overall size. 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Analyze, compare, create, and compose shapes.** 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture design.	**Analyze, compare, create, and compose shapes.** 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. 6. Compose simple shapes to form larger shapes. *For example, "Can you join these triangles with full sides touching to make a rectangle?"*

2.0 Children begin to understand positions in space.	**2.0 Children expand their understanding of positions in space.**	**Geometry** ▪ **Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).**
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	**Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.
Strand: **Mathematical Reasoning**		**Mathematical Practices**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	**1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.**	**Mathematical Practices**
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	**Mathematical Practices** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

(c) Alignment of the Preschool Learning Foundations in Mathematics with the Mathematics Content Standards for Kindergarten

In the following section, the preschool learning foundations in Mathematics are aligned with the mathematics content standards for kindergarten. The foundations and the kindergarten standards cover the same general categories (strands): **number sense**, **algebra and functions (classification and patterning)**, **measurement, geometry**, and **mathematical reasoning**. In the kindergarten content standards, there is an additional strand: **statistics, data analysis, and probability**, which focuses on data collection and patterning. In addition, kindergarten standards in measurement and geometry are combined into one strand, **measurement and geometry,** rather than divided into two separate strands. Table 1.10 shows the alignment between strands and substrands in the preschool foundations and the kindergarten strands and substrands. Table 1.11 details the alignment between specific preschool foundations and specific kindergarten content standards.

As table 1.10 indicates, the strands in the preschool foundations correspond directly to strands in the kindergarten standards. For every substrand of the preschool learning foundations, there are kindergarten content standards that reflect the content of those preschool foundations. The substrands under **number sense,** *understanding numbers and quantities* and *understanding number relationships and operations*, correspond directly to the kindergarten content standards of **number sense:** *Students understand the relationships between numbers and quantities*, and *students understand and describe simple additions and subtractions.* The substrand addressing *sorting and classifying objects* aligns with the kindergarten substrand *Students sort and classify objects, and the patterning substrand* aligns with the kindergarten substrand *Students collect information about objects and events in their environment.* The preschool strand on **measurement** (about comparing, ordering, and measuring objects) is aligned with the kindergarten substrand under measurement and geometry in which *students understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.* The preschool substrand under **geometry,** *Children identify and use a variety of shapes in their environment,* is

aligned with the second kindergarten substrand under measurement and geometry: *Students identify common objects in their environment and describe the geometric features.* The preschool geometry substrand on the understanding of positions in space is aligned with substrands outside the mathematics domain. It is directly related to kindergarten content in the physical education standards for *movement concepts*, and in history–social science: *Students compare and contrast the locations of people, places, and environments and describe their characteristics*. Finally, the preschool strand *mathematical reasoning* matches the kindergarten strand *mathematical reasoning*.

Table 1.11 delineates the alignment between specific preschool learning foundations and specific mathematics standards for kindergarten. Close inspection of this table reveals substantial similarities in content between the preschool foundations and the kindergarten standards. These alignments illustrate a progression in learning and development of mathematical concepts and skills across age levels. For example, preschool foundation 2.1 at around 60 months, “Compare, by counting or matching, two groups of up to five objects and communicates, ‘more,’ ‘same as,’ ‘fewer,’ or ‘less’” is directly related to children’s ability to compare quantities by the end of kindergarten in standard 1.1: “Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.” Overall, all content areas in preschool and kindergarten align, with the exception of the kindergarten standards in estimation (3.1, Recognize when an estimate is reasonable) and the understanding of the concept of time (measurement and geometry standards 1.2–1.4), which appear only in the kindergarten standards.

Table 1.10
Overview of the Alignment Between the Mathematics Domain and the California Content Standards

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Cognitive Development	**Mathematics**	**Mathematics**
	Number Sense	**Number Sense**
Number Sense →	Children understand numbers and quantities in their everyday environment. →	Students understand the relationship between numbers and quantities.
	Children understand number relationships and operations in their everyday environment. →	Students understand the relationship between numbers and quantities. Students understand and describe simple additions and subtractions.
	Algebra and Functions	**Algebra and Functions**
Classification →	Children sort and classify objects in their everyday environment. →	Students sort and classify objects.
		Statistics, Data Analysis, and Probability
Understanding of Personal Routine →	Children recognize/expand understanding of simple repeating patterns. →	Students collect information about objects and events in their environment.

Table 1.10 *(continued)*

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Cognitive Development	**Mathematics**	**Mathematics**
Spatial Relationships →	Children compare, order, and measure objects. →	Students understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.
	Geometry	**Measurement and Geometry**
Spatial Relationships →	Children identify and use shapes. →	Students identify common objects in their environment and describe the geometric features.
	Children understand positions in space. →	**Domain: Physical Education Standard 2** *Movement Concepts* Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. **Domain: History–Social Science** K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Table 1.10 *(continued)*

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Cognitive Development	**Mathematics**	**Mathematics**
Problem Solving →	Children use mathematical thinking to solve problems in their everyday environment. →	Students make decisions about how to set up a problem. Students solve problems in reasonable ways and justify their reasoning.

Table 1.11 Detailed View of the Alignment Between the Mathematics Domain and the California Content Standards		
California Preschool Learning Foundations		**California Content Standards** **Kindergarten**
Domain: **Mathematics**		**Domain:** **Mathematics** Also aligned with components from: **Physical Education** **History–Social Science**
Strand: **Number Sense**		**Strand:** **Number Sense**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children begin to understand numbers and quantities in their everyday environment.	**1.0 Children expand their understanding of numbers and quantities in their everyday environment.**	**1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).**
1.1 Recite numbers in order to ten with increasing accuracy.	1.1 Recites numbers in order to twenty with increasing accuracy.	1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
1.2 Begin to recognize and name a few written numerals.	1.2 Recognize and know the name of some written numerals.	
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	1.3 Identify without counting the number of objects in a collection of up to four objects (i.e., subitize).	

1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	1.4 Count up to ten objects, using one-to-one correspondence with increasing accuracy.*	
1.5 Use the number name of the last object counted to answer the question, "How many. . .?"	1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	
2.0 Children begin to understand number relationships and operations in their everyday environment.	**2.0 Children expand their understanding of number relationships and operations in their everyday environment.**	**1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).** **2.0 Students understand and describe simple additions and subtractions.**
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same."	2.1 Compare, by counting or matching, two groups of up to five objects and communicates, "more," "same as" or "fewer" (or "less").	**1.0 Students understand the relationship between numbers and quantities:** 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other. 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

*The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	2.2 Understands that adding one or taking away one changes the number in a small group of objects by exactly one.	**2.0 Students understand and describe simple additions and subtractions:** 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
2.3 Understand that putting two groups of objects together will make a bigger group.	2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	

Note: The footnotes that appear in the published version of the preschool foundations have been omitted in order for the alignments to be highlighted.

2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting	
		Other areas covered under Number Sense: **3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:** 3.1 Recognize when an estimate is reasonable.
Strand: **Algebra and Functions (Classification and Patterning)**		**Strands:** **Algebra and Functions** **Statistics, Data Analysis, and Probability**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children begin to sort and	**1.0 Children expand their**	**Algebra and Functions**

classify objects in their everyday environment.	**understanding of sorting and classifying objects in their everyday environment.**	**1.0 Students sort and classify objects.**
1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

2.0 Children begin to recognize simple, repeating patterns.	**2.0 Children expand their understanding of simple, repeating patterns.**	**Statistics, Data Analysis, and Probability** **1.0 Students collect information about objects and events in their environment.**
2.1 Begin to identify or recognize a simple repeating pattern.	2.1 Recognizes and duplicates simple repeating patterns.	1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.
2.2 Attempt to create a simple repeating pattern or participate in making one.	2.2 Begin to extend and create simple repeating patterns.	
Strand: **Measurement**		**Strand:** **Measurement and Geometry**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children begin to compare and order objects.	**1.0 Children expand their understanding of comparing, ordering, and measuring objects.**	**1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.**

1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as *bigger, longer, heavier,* or *taller,* or by placing objects side by side to compare length.	1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).
1.2 Order three objects by size.	1.2 Order four or more objects by size.	
	1.3 Measure length using multiple duplicates of same-size concrete units laid end to end.	
		Other areas covered under Measurement and Geometry: **1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.** 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). 1.3 Name the days of the week. 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

Strand: **Geometry**		Strand: **Measurement and Geometry**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children begin to identify and use common shapes in their everyday environment.	**1.0 Children identify and use a variety of shapes in their everyday environment.**	**2.0 Students identify common objects in their environment and describe the geometric features.**
1.1 Identify simple two-dimensional shapes, such as a circle and square.	1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone). 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture design.	
2.0 Children begin to understand positions in space.	**2.0 Children expand their understanding of positions in space.**	**Domain: Physical Education** **Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.** **Domain: History–Social Science** **K.4: Students compare and contrast the locations of people, places and environments and describe their characteristics.**
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	**Standard 2, Physical Education** 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways. **K.4: Students compare and contrast the locations of people, places and environments and describe their characteristics. (History–**

		Social Science) 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
Strand: **Mathematical Reasoning**		**Strand:** **Mathematical Reasoning**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	**1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.**	**1.0 Students make decisions about how to set up a problem.** **2.0 Students solve problems in reasonable ways and justify their reasoning.**
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	**1.0 Students make decisions about how to set up a problem.** 1.1 Determine the approach, materials, and strategies to be used. 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems. **2.0 Students solve problems in reasonable ways and justify their reasoning.** 2.1 Explain the reasoning used with concrete objects and/or pictorial representations. 2.2 Make precise calculations and check the validity of the results in the context of the problem.

Visual and Performing Arts

This section describes the alignment of the preschool foundations in the Visual and Performing Arts with the infant/toddler learning and development foundations and the California content standards for kindergarten in the Visual and Performing Arts (visual arts, music, theatre, and dance). The preschool learning foundations in the Visual and Performing Arts are organized in four strands (each representing an art discipline): **visual art, music, drama,** and **dance.** The substrands center on key competencies related to the arts. *Notice, respond, and engage* relates to the interest, enjoyment, and interaction of children with materials and methods of an art form. *Develop skills* refers to the basic skills of performing, inventing, and creating through the arts, while *create, invent, and express* describes the ways children use their skills to invent and express through the arts.

The skills and knowledge in the Visual and Performing Arts are built on ones that children develop in the Language, Perceptual, Motor, Cognitive, and Social–Emotional Development domains. Whether children improvise vocally and instrumentally or act out with others through music and movement, the visual arts, music, drama, and dance tap children's intellectual, social, and physical competencies. Children's developing capacity to communicate, express themselves verbally, move their bodies with competence, engage in symbolic play, interact with peers and adults cooperatively, along with other skills, form the foundation of their development in the Visual and Performing Arts. For this reason, as table 1.12 indicates, the Visual and Performing Arts domain is aligned with all four developmental domains in the infant/toddler foundations: Social–Emotional Development, Language Development, Cognitive Development, and Perceptual and Motor Development. Each domain plays a role in children's development in the Visual and Performing Arts.

The preschool learning foundations in visual art, music, drama, and dance are also aligned with the kindergarten content standards in the corresponding domains: **Visual Arts, Music, Theatre,** and **Dance**. The kindergarten content standards in each artistic

domain are organized by the following main categories (strands): **artistic perception, creative expression, historical and cultural context, aesthetic valuing,** and **connections, relationships, applications**. Table 1.12 shows the alignment between preschool substrands and kindergarten strands in Visual Arts, Music, Theatre, and Dance. Table 1.13 details the alignment between specific preschool foundations and kindergarten content standards in the Visual and Performing Arts domains.

In general, the preschool substrand *notice, respond, and engage,* in each artistic discipline, is aligned with the kindergarten strands *artistic perception* and *aesthetic valuing*. In some strands, the preschool substrand *notice, respond, and engage* is also aligned with components of the kindergarten strand *historical and cultural context.* The other two preschool substrands—*develop skills* and *create, invent, and express*—are aligned with the kindergarten strand **creative expression.** As table 1.12 indicates, for every substrand of the preschool learning foundations in the Visual and Performing Arts, there is at least one substrand of the kindergarten content standards that reflects the content of the corresponding preschool foundations.

Table 1.13 details the alignment between specific preschool foundations and kindergarten content standards in each of the areas in the Visual and Performing Arts. Close inspection of this table reveals a noteworthy amount of direct correspondence between preschool foundations and kindergarten content standards in the Visual and Performing Arts. In some cases, there is a direct link between a preschool foundation and one or more related kindergarten standards. For example, preschool foundation 2.5 ("Recognize and name materials and tools used for visual arts") is aligned with kindergarten standard 1.2 ("Name art materials [e.g., clay, paint, crayons] introduced in lessons"). In other cases, there is a conceptual link between a collection of preschool foundations and a collection of kindergarten content standards. For example, the preschool foundations (2.1–2.4) under 2.0—*Develop skills in visual arts*—are aligned with a group of kindergarten standards related to *creative expression* in visual arts; *skills, processes, materials, and tools;* and *communication and expression through original works of art.* Table 1.13 also includes kindergarten standards in the Visual and

Performing Arts that do not have corresponding preschool foundations with a similar content. They are primarily content standards in the kindergarten strands under **historical and cultural context** and **connections, relationships, applications.**

Table 1.12
Overview of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
	Visual and Performing Arts	**Visual and Performing Arts: Visual Arts, Music, Theatre, and Dance**
Social–Emotional Development Language Development Cognitive Development Perceptual and Motor Development	Notice, Respond, and Engage	Artistic Perception: *Develop Perceptual Skills and Visual Arts Vocabulary; Analyze Art Elements and Principles of Design* Historical and Cultural Context: *Diversity of the Visual Arts* Aesthetic Valuing: *Derive Meaning; Make Informed Judgments*
	Develop Skills in Visual Art	Creative Expression: *Skills, Processes, Materials, and Tools; Communication and Expression Through Original Works of Art* Artistic Perception: *Develop Perceptual Skills and Visual Arts Vocabulary*
	Create, Invent, and Express Through Visual Art	Creative Expression: *Communication and Expression Through Original Works of Art*

Table 1.12 *(continued)*

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
	Visual and Performing Arts	**Visual and Performing Arts: Visual Arts, Music, Theatre, and Dance**
	Music	**Music**
Social–Emotional Development Language Development Cognitive Development Perceptual and Motor Development	Notice, Respond, and Engage	Artistic Perception: *Listen to, Analyze, and Describe Music* Historical and Cultural Context: *Diversity of Music* Aesthetic Valuing: *Derive Meaning*
	Develop Skills in Music	Creative Expression: *Apply Vocal and Instrumental Skills*
	Create, Invent, and Express Through Music	Creative Expression: *Compose, Arrange, and Improvise* Aesthetic Valuing: *Derive Meaning*
	Drama	**Theatre**
Social–Emotional Development Language Development Cognitive Development Perceptual and Motor Development	Notice, Respond, and Engage	Artistic Perception: *Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre* Aesthetic Valuing: *Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre*
	Develop Skill Used to Create, Invent, and Express Through Drama	Creative Expression: *Development of Theatrical Skills; Creation/Invention in Theatre* Historical and Cultural Context: *Role and Cultural Significance of Theatre*

Table 1.12 *(continued)*

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
	Visual and Performing Arts	**Visual and Performing Arts: Visual Arts, Music, Theatre, and Dance**
	Dance	**Dance**
Social–Emotional Development Language Development Cognitive Development Perceptual and Motor Development	Notice, Respond, and Engage	Artistic Perception: *Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary* Aesthetic Valuing: *Description, Analysis, and Criticism of Dance*
	Develop Skills in Dance	Artistic Perception: *Development of Motor Skill and Technical Expertise* **Domain: Physical Education Standard 1** *Movement Concepts; Rhythmic Skills* **Standard 2** Movement Concepts
	Create, Invent, and Express Through Dance	Creative Expression: *Creation/Invention of Dance Movements*

Table 1.13 Detailed View of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards	
California Preschool Learning Foundations	**California Content Standards** **Kindergarten**
Domain: **Visual and Performing Arts**	**Domains:** **Visual and Performing Arts** • **Visual Arts** • **Music** • **Theatre** • **Dance**
Strand: **Visual Art**	**Visual Arts**
1.0 Notice, Respond, and Engage	**1.0 Artistic Perception:** ***Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts*** Develop Perceptual Skills and Visual Arts Vocabulary; Analyze Art Elements and Principles of Design **3.0 Historical and Cultural Context:** ***Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts*** Diversity of the Visual Arts **4.0 Aesthetic Valuing:** ***Responding to, Analyzing, and Making Judgments About Works in the Visual Arts*** Derive Meaning; Make Informed Judgments

At around 48 months	At around 60 months	By the end of kindergarten
1.1 Notice and communicate about objects or forms that appear in art.	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	***Develop Perceptual Skills and Visual Arts Vocabulary*** 1.1 Recognize and describe simple patterns found in the environment and works of art. ***Analyze Art Elements and Principles of Design*** 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	1.2 Begin to plan art and show increasing care and persistence in completing it.	***Derive Meaning*** 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	***Derive Meaning*** 4.2 Describe what is seen (including both literal and expressive content) in selected works of art. ***Diversity of the Visual Arts*** 3.3 Look and discuss works of art from a variety of times and places.
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book, and explain their ideas in some detail.	***Make Informed Judgments*** 4.3 Discuss how and why they make a specific work of art. 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary

2.0 Develop Skills in Visual Art		**2.0 Creative Expression:** ***Creating, Performing, and Participating in the Visual Arts*** Skills, Processes, Materials, and Tools; Communication and Expression Through Original Works of Art Also aligned with an element from: **1.0 Artistic Perception:** ***Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts*** Develop Perceptual Skills and Visual Arts Vocabulary
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Make a straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and adds lines to create representations of people and things.	***Skills, Processes, Materials, and Tools*** 2.1 Use lines, shapes/forms, and colors to make patterns. 2.3 Make a collage with cut or torn paper shapes/forms. ***Communication and Expression Through Original Works of Art*** 2.4 Paint pictures expressing ideas about family and neighborhood. 2.5 Use lines in drawings and paintings to express feelings. 2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art. 2.7 Create a three-dimensional form, such as a real or imaginary animal.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two- and three-dimensional assembled works.	

2.5 Begin to recognize and name materials and tools used for visual arts.*	2.5 Recognize and name materials and tools used for visual arts.*	***Develop Perceptual Skills and Visual Arts Vocabulary*** 1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.
2.6 Demonstrate some motor control when working with visual arts tools.*	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.*	***Skills, Processes, Materials, and Tools*** 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
3.0 Create, Invent, and Express Through Visual Art		**2.0 Creative Expression: *Creating, Performing, and Participating in the Visual Arts*** Communication and Expression Through Original Works of Art
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.	***Communication and Expression Through Original Works of Art*** 2.4 Paint pictures expressing ideas about family and neighborhood. 2.5 Use lines in drawings and paintings to express feelings. 2.7 Create a three-dimensional form, such as a real or imaginary animal.
3.2 Begin to draw figures or objects.	3.2 Draw more detailed figures or objects with more control of line and shape.	
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express feeling or mood.	

*The footnote that appears in the published version of this foundation has been omitted so that the alignment may be highlighted.

	Other areas covered under the visual arts content standards for kindergarten: **3.0 Historical and Cultural Context: *Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts*** Role and Development of the Visual Arts ***Role and Development of the Visual Arts*** 3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed. 3.2 Identify and describe works of art that show people doing things together. **5.0 Connections, Relationships, Applications: *Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers*** Connections and Applications; Visual Literacy; Careers and Career-Related Skills ***Connections and Applications*** 5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences. 5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used. ***Visual Literacy*** 5.3 Point out images (e.g., photographs, paintings, murals, ceramic, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons. ***Careers and Career-Related Skills*** 5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

Strand: **Music**		**Music**
1.0 Notice, Respond, and Engage		**1.0 Artistic Perception:** ***Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music*** Listen to, Analyze, and Describe Music; Read and Notate Music **3.0 Historical and Cultural Context:** ***Understanding the Historical Contributions and Cultural Dimensions of Music*** Diversity of Music **4.0 Aesthetic Valuing:** ***Derive Meaning*** Responding to, Analyzing, and Making Judgments About Works of Music
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	***Listen to, Analyze, and Describe Music*** 1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat) ***Derive Meaning*** 4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby). ***Diversity of Music*** 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.
1.2 Recognize simple repeating melody and rhythm patterns.*	1.2 Demonstrate more complex repeating melody and rhythm patterns.*	
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.	

1.4 Use body movement freely to respond loosely to beat–loud versus quiet (dynamics)–and tempo.*	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.*	***Derive Meaning*** 4.1 Create movements that correspond to specific music.
		Other areas covered under the kindergarten content standards in Music: ***Read and Notate Music*** 1.1 Use icons or invented symbols to represent beat.
2.0 Develop Skills In Music		**2.0 Creative Expression:** *Creating, Performing, and Participating in Music*
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices, various instrumental and environmental sounds, and follow words in a song.	***Apply Vocal and Instrumental Skills*** 2.1 Use the singing voice to echo short melodic patterns. 2.2 Sing age-appropriate songs from memory. 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamic, and melodic direction.
2.2 Explore vocally: sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and whole songs alone and with others in wider pitch ranges.	

*The footnote that appears in the published version of this foundation has been omitted so that the alignment may be highlighted.

3.0 Create, Invent, and Express Through Music		**2.0 Creative Expression: *Compose, Arrange, and Improvise*** Creating, Performing, and Participating in Music **4.0 Aesthetic Valuing: *Responding to, Analyzing, and Making Judgments About Works of Music*** Derive Meaning
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.2 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	***Compose, Arrange, and Improvise*** 2.4 Create accompaniments, using the voice or a variety of classroom instruments. ***Derive Meaning*** 4.1 Create movements that correspond to specific music.
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.	
		Other areas covered under the music content standards in kindergarten: **3.0 Historical and Cultural Context: *Understanding the Historical Contributions and Cultural Dimensions of Music*** Role of Music; Diversity of Music ***Role of Music*** 3.1 Identify the various uses of music in daily experiences.

	Diversity of Music 3.2 Sing and play simple singing games from various cultures. 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody). **5.0 Connections, Relationships, Applications: *Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers*** Connections and Applications; Careers and Career-Related Skills ***Connections and Applications*** 5.1 Use music, together with dance, theatre, and the visual arts, for storytelling. ***Careers and Career-Related Skills*** 5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.
Strand: **Drama**	**Theatre**
1.0 Notice, Respond, and Engage	**1.0 Artistic Perception:** ***Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre*** Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre **2.0 Aesthetic Valuing:** ***Responding to, Analyzing, and Critiquing Theatrical Experiences***

		Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Demonstrate an understanding of simple drama vocabulary.*	1.1 Demonstrate a broader understanding of drama vocabulary.*	***Development of the Vocabulary of Theatre*** 1.1 Use the vocabulary of theatre, such as *actor, character, cooperation, setting,* the *five senses,* and *audience,* to describe theatrical experiences.
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.	***Critical Assessment of Theatre*** 4.1 Respond appropriately to a theatrical experience as an audience member.
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	***Comprehension and Analysis of the Elements of Theatre*** 1.2 Identify differences between real people and imaginary characters. ***Derivation of Meaning from Works of Theatre*** 4.2 Compare a real story with a fantasy story.

*The footnote that appears in the published version of this foundation has been omitted so that the alignment may be highlighted.

2.0 Develop Skills to Create, Invent, and Express Through Drama		**2.0 Creative Expression:** ***Creating, Performing, and Participating in Theatre*** Development of Theatrical Skills; Creation/Invention in Theatre **3.0 Historical and Cultural Context:** ***Understanding the Historical Contributions and Cultural Dimensions of Theatre*** Role and Cultural Significance of Theatre
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role play skills with increased imagination and creativity.	***Development of Theatrical Skills*** 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors). ***Creation/Invention in Theatre*** 2.2 Perform group pantomimes and improvisations to retell familiar stories. ***Role and Cultural Significance of Theatre*** 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times. 3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	***Creation/Invention in Theatre*** 2.3 Use costumes and props in role playing.

	Other areas covered under the theatre content standards for kindergarten: **5.0 Connections, Relationships, Applications:** ***Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers*** Connections and Applications; Career and Career-Related Skills ***Connections and Applications*** 5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as *fast, slow, in, on, through, over, under*. ***Career and Career-Related Skills*** 5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

Strand: **Dance**	**Dance** Also aligned with elements from: **Physical Education**
1.0 Notice, Respond, and Engage	**1.0 Artistic Perception:** ***Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to***

		Dance Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary **4.0 Aesthetic Valuing:** ***Responding to, Analyzing, and Making Judgment About Works of Dance*** Description, Analysis, and Criticism of Dance
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.	***Development of Motor Skills and Technical Expertise*** 1.1 Build the range and capacity to move in a variety of ways. 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.	***Comprehension and Analysis of Dance Elements*** 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze). ***Development of Dance Vocabulary*** 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach). ***Description, Analysis, and Criticism of Dance*** 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to more than one skill instruction at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of	***Development of Motor Skills and Technical Expertise*** 1.1 Build the range and capacity to move in a variety of ways. ***Comprehension and Analysis of Dance Elements*** 1.3 Understand and respond to a wide range of opposites (e.g.,

	skills.	high/low, forward/backward, wiggle/freeze). ***Development of Dance Vocabulary*** 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.	

2.0 Develop Skills in Dance		**1.0 Artistic Perception:** ***Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance*** Development of Motor Skills and Technical Expertise **Domain: Physical Education** **Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities: *Movement Concepts; Rhythmic Skills.*** **Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities: *Movement Concepts*.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.	***Development of Motor Skills and Technical Expertise*** 1.1 Build the range and capacity to move in a variety of ways.

2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance). ***Movement Concepts*** **(Standard 1, Physical Education)** 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills. ***Movement Concepts*** **(Standard 2, Physical Education)** 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.
2.3 Begin to respond to tempo and timing through movement.	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.	***Rhythmic Skills*** **(Standard 1, Physical Education)** 1.16 Perform locomotor and nonlocomotor movements to a steady beat. 1.17 Clap in time to a simple, rhythmic beat.
3.0 Create, Invent, and Express Through Dance		**2.0** ***Creative Expression: Creating, Performing, and Participating in Dance*** Creation/Invention of Dance Movements
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	***Creation/Invention of Dance Movements*** 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited). 2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements. 2.3 Respond spontaneously to different types of music, rhythms, and sounds.
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.	
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.	

3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	3.4 Communicate and express feelings intentionally through dance.	
		Other areas covered under the dance content standards for kindergarten: **3.0 Historical and Cultural Context:** ***Understanding the Historical Contributions and Cultural Dimensions of Dance*** ***Development of Dance*** 3.1 Name and perform folk/traditional dances from the United States and other countries. **5.0 Connections, Relationships, Applications:** ***Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers*** 5.1 Give examples of the relationship between everyday movement in school and dance movement.

Physical Development

This section describes the alignment of the preschool foundations in Physical Development with the infant/toddler learning and development foundations in the domains of Perceptual–Motor Development and Cognitive Development, and with the physical education content standards in kindergarten. The preschool learning foundations in Physical Development describe the concepts, skills, and behaviors that children typically exhibit in the domain of Physical Development during the preschool period. The foundations are organized in three strands: **fundamental movement skills, perceptual–motor skills and movement concepts,** and **active physical play.** Specific foundations within the strands are grouped into substrands. Fundamental movement skills are broken down into the substrands *balance*, *locomotor skills*, and *manipulative skills*. The strand perceptual–motor skills and movement skills consists of the substrands *body awareness*, *spatial awareness*, and *directional awareness.* The strand active physical play consists of the substrands *active participation; cardiovascular endurance;* and *muscular strength, muscular endurance, and flexibility*. Table 1.14 shows how the strands and substrands of the preschool learning foundations in Physical Development align with infant/toddler foundations in the Perceptual and Motor and the Cognitive Development domains and with the physical education content standards for kindergarten.

Core concepts and a range of skills identified in the preschool learning foundations in Physical Development emerge and develop during the infant/toddler years. The infant/toddler foundations in Perceptual and Motor Development *(gross motor*, *fine motor*, and *perceptual development)* and the Cognitive Development foundation *(spatial relationships)* set the stage for the development of key skills and concepts in Physical Development during the preschool years. *Gross motor* development involves the ability to move the large muscles, as children develop the ability to roll over, sit up, walk, and run. *Fine motor* skills such as touching, grasping, and manipulating objects involve the ability to move the small muscles. *Perceptual development* involves children's ability to become aware of the social and physical environment through the senses and integrate information from the senses to inform the way they interact with the environment. The foundation *spatial relationships* is about the developing understanding of how things move and fit in space.

Table 1.14 displays the alignment between the infant/toddler foundations in Perceptual and Motor Development and spatial relationships, and the strands and substrands covered in the preschool

learning foundations in Physical Development. As table 1.14 indicates, the infant/toddler foundation *gross motor* is aligned with the substrands *balance* and *locomotor skills*, and the foundation *fine motor* corresponds to the preschool substrand *manipulative skills.* Perceptual development and spatial relationships set the stage for children's development of spatial awareness and directional awareness.

The preschool learning foundations in Physical Development are also aligned with the physical education content standards in kindergarten. The kindergarten standards consist of five main standards in the following areas:

- K.1 — motor skills and movement patterns
- K.2 — knowledge of movement concepts, principles, and strategies
- K.3 — level of physical fitness
- K.4 — knowledge of physical fitness concepts, principles, and strategies
- K.5 — knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity

The standards cover a broad range of concepts and skills organized by categories such as *movement concepts*, *body management*, *locomotor movement, manipulative skills*, *rhythmic skills*, *fitness concepts*, and *aerobic capacity*. The kindergarten standards K.1–K.4 in physical education are aligned with the preschool foundations in Physical Development. Kindergarten standard K.5 involves knowledge and skills that are not reflected in the preschool foundations in Physical Development and therefore is not included in this alignment. Table 1.14 shows the alignment between strands and substrands in the domain of Physical Development with key content standards for kindergarten in physical education.

As table 1.14 indicates, for every strand and substrand in the preschool learning foundations in Physical Development, there are kindergarten content standards that reflect the content of those preschool foundations. The strands **fundamental movement skills** and **perceptual–motor skills and movement concepts** are aligned with the kindergarten physical education standards focusing on skills and knowledge of movement (standards K.1 and K.2). The strand **active physical play** is aligned with the kindergarten standards focusing on skills and knowledge of physical fitness (standards K.3 and K.4). Table 1.14 also displays the correspondence between the preschool

substrands and the categories of concepts and skills covered in each of the kindergarten standards in physical education. The substrand *balance* corresponds to skills in the category of *body management*; the substrand *locomotor skills* is aligned with kindergarten category *locomotor movement*; and the substrand *manipulative skills* corresponds directly to the kindergarten category *manipulative skills*. Similarly, in the second strand of the preschool foundations, the substrand *body awareness* is aligned with *body management;* the substrand *spatial awareness* is aligned with the kindergarten category *movement concepts;* and the concepts and skills in the substrand *directional awareness* correspond to skills and concepts in two categories of kindergarten standards: *body management* and *movement concepts*. Finally, in the strand of active physical play, the substrand *active participation* is aligned with *fitness concepts*; *cardiovascular endurance* is aligned with *aerobic capacity*; and the substrand *muscular strength, muscular endurance, and flexibility* is directly aligned with the kindergarten categories *muscular strength/endurance* and *flexibility*.

Table 1.15 shows the alignment between specific preschool learning foundations in Physical Development and specific kindergarten content standards in physical education. As indicated by the table, there is a substantial correspondence in content between the preschool foundations and the kindergarten standards. In some cases, a preschool foundation is aligned with one content standard; in others, it is aligned with a group of standards with corresponding content. The alignment illustrates a progression in physical skills and knowledge across age levels. For example, the preschool substrand *locomotor skills*—walk with balance, run with a longer stride length, and jump for height and distance with greater competence (2.1–2.3)—progresses in kindergarten. The kindergarten content standards in locomotor movement involve balancing while walking forward and sideways (1.7); traveling in straight, curved, and zigzag pathways (1.10); and jumping over a stationary rope using forward-and-back and side-to-side movement patterns (1.11). Though the content of specific foundations and standards at the preschool and kindergarten levels may be organized somewhat differently and may not always correspond one to one, there is overall correspondence in all content areas, with the exception of the preschool foundations related to fine motor manipulative skills (3.2) and the ability to perform two-handed fine motor activities (3.4). Those foundations are not addressed in the physical education standards for kindergarten.

Table 1.14
Overview of the Alignment Between the Physical Development Domain and the California Content Standards

Physical Development		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
Perceptual and Motor Development Also aligned with elements from: **Cognitive Development**	**Physical Development**	**Physical Education**
	Fundamental Movement Skills	**Standard 1:** Motor Skills and Movement Patterns **Standard 2:** Knowledge of Movement Concepts
Gross Motor →	Balance →	Body Management (Standard 1)
	Locomotor Skills →	Locomotor Movement (Standards 1 and 2)
Fine Motor →	Manipulative Skills →	Manipulative Skills (Standard 1)
	Perceptual Motor Skills and Movement Concepts	**Standard 1:** Motor Skills and Movement Patterns **Standard 2:** Knowledge of Movement Concepts
	Body Awareness →	Body Management (Standard 2)
Spatial Relationships (Cognitive Development) Perceptual Development (Cognitive Development) →	Spatial Awareness →	Movement Concepts (Standards 1 and 2)
	Directional Awareness →	Body Management (Standard 1) Movement Concepts (Standards 1 and 2)

Table 1.14 *(continued)*

Physical Development		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
Perceptual and Motor Development Also aligned with elements from: **Cognitive Development**	**Physical Development**	**Physical Education**
	Active Physical Play	**Standard 3:** Level of Physical Fitness **Standard 4:** Knowledge of Physical Fitness Concepts
	Active Participation →	Fitness Concepts (Standards 3 and 4)
	Cardiovascular Endurance →	Aerobic Capacity (Standards 3 and 4)
	Muscular Strength, Muscular Endurance, and Flexibility →	Muscular Strength/Endurance (Standards 3 and 4) Flexibility (Standards 3 and 4)

Table 1.15 Detailed View of the Alignment Between the Physical Development Domain Alignment and the California Content Standards		
California Preschool Learning Foundations		**California Content Standards** **Kindergarten**
Domain: **Physical Development**		**Domain:** **Physical Education**
Strand: **Fundamental Movement Skills**		**Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. **Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
1.0 Balance		**Standard 1: *Movement Concepts; Body Management***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.	**Standard 1: *Movement Concepts*** 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations. **Standard 1: *Body Management*** 1.5 Create shapes by using nonlocomotor movements. 1.6 Balance on one, two, three, four, and five body parts.

1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	1.7 Balance while walking forward and sideways on a narrow, elevated surface.
2.0 Locomotor Skills		**Standard 1: *Locomotor Movement*** **Standard 2: *Locomotor Movement***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movement, and relatively narrow base of support (space between feet).	**Standard 1: *Body Management*** 1.7 Balance while walking forward and sideways on a narrow, elevated surface. **Standard 2: *Locomotor Movement*** 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	**Standard 1: *Locomotor Movement*** 1.10 Travel in straight, curved, and zigzag pathways. **Standard 2: *Locomotor Movement*** 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	**Standard 1: *Locomotor Movement*** 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns. **Standard 2: *Locomotor Movement*** 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	**Standard 2: *Locomotor Movement*** 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
		Other areas covered under the physical education content standards for kindergarten: **Standard 1: *Locomotor Movement*** 1.9 Perform a continuous log roll.
3.0 Manipulative Skills		**Standard 1: *Manipulative Skills***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand and kicking.	3.1 Show gross motor manipulative skills using arms, hands and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	1.12 Strike a stationary ball or balloon with the hands, arms, and feet. 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice. 1.14 Kick a stationary object, using a simple kicking pattern. 1.15 Bounce a ball continuously, using two hands.
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	

Strand: **Perceptual–Motor Skills and Movement Concepts**		**Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. **Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
1.0 Body Awareness		**Standard 2: *Body Management***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.	2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes. 2.4 Explain base of support.
2.0 Spatial Awareness		**Standard 1: *Movement Concepts*** **Standard 2: *Movement Concepts***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Use own body as reference point when locating or relating to other people or objects in space.	2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.	**Standard 1: *Movement Concepts*** 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills. **Standard 2: *Movement Concepts*** 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.
3.0 Directional Awareness		**Standard 1: *Body Management*; *Movement Concepts***

		Standard 2: *Movement Concepts*
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	3.1 Begin to understand and distinguish between the sides of the body.	**Standard 1: *Body Management*** 1.8 Demonstrate the relationship of *under, over, behind, next to, through, right, left, up, down*, *forward, backward,* and *in front of* by using the body and an object.
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.	**Standard 1: *Movement Concepts*** 1.2 Travel forward and sideways while changing direction quickly and in response to a signal.
3.3 Can place an object on top of or under something with some accuracy.	3.3. Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	**Standard 2: *Movement Concepts*** 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	
		Other areas covered under the physical education content standards for kindergarten: **Standard 2: *Manipulative Skills*** 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet. 2.7 Identify the point of contact for kicking a ball in a straight line. 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously. **Standard 1: *Movement Concepts*** 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.

Strand: **Active Physical Play**		**Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance. **Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
1.0 Active Participation		**Standard 3: *Fitness Concepts*** **Standard 4: *Fitness Concepts***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	1.1 Initiate more complex physical activities for a sustained period of time.	**Standard 3: *Fitness Concepts*** 3.1 Participate in physical activities that are enjoyable and challenging. **Standard 4: *Fitness Concepts*** 4.1 Identify physical activities that are enjoyable and challenging.
		Standard 4: *Fitness Concepts* 4.2 Describe the role of water as an essential nutrient for the body. 4.3 Explain that nutritious food provides energy for physical activity.
2.0 Cardiovascular Endurance		**Standard 3: *Aerobic Capacity*** **Standard 4: *Aerobic Capacity***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs and the vascular system.	**Standard 3: *Aerobic Capacity*** 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate. **Standard 4: *Aerobic Capacity*** 4.4 Identify the location of the heart and explain that it is a muscle.

		4.5 Explain that physical activity increases the heart rate. 4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.
3.0 Muscular Strength, Muscular Endurance, and Flexibility		**Standard 3: *Muscular Strength/Endurance; Flexibility*** **Standard 4: *Muscular Strength/Endurance; Flexibility***
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Engages in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	**Standard 3: *Muscular Strength/Endurance*** 3.3 Hang from overhead bars for increasing periods of time. 3.4 Climb a ladder, jungle gym, or apparatus. **Standard 3: *Flexibility*** 3.5 Stretch shoulders, legs, arms, and back without bouncing. **Standard 4: *Muscular Strength/Endurance*** 4.9 Explain that strong muscles help the body to climb, hang, push, and pull. 4.8 Describe the role of muscles in moving the bones. **Standard 4: *Flexibility*** 4.9 Identify the body part involved when stretching.
		Other areas covered under the physical education content standards for kindergarten: **Standard 3: *Body Composition*** 3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. **Standard 3: *Assessment*** 3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

	Standard 4: *Body Composition* 4.10 Explain that the body is composed of bones, organs, fat, and other tissues. **Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. ***Self-Responsibility*** 5.1 Identify the feelings that result from participation in physical activity. 5.2 Participate willingly in physical activities. ***Social Interaction*** 5.3 Demonstrate the characteristics of sharing in a physical activity. 5.4 Describe how positive social interaction can make physical activity with others more fun. ***Group Dynamics*** 5.5 Participate as a leader and a follower during physical activities.

Health

This section describes the alignment of the preschool foundations in health science with the infant/toddler learning and development foundations and the California health education content standards for kindergarten. The preschool foundations in Health describe developmentally appropriate health concepts, skills, and behaviors young children master during the preschool period. The foundations in this domain are organized in three strands: **health habits, safety,** and **nutrition.** Specific foundations within the strands are grouped into substrands. The health habits strand consists of the substrands *basic hygiene*, *oral health*, *knowledge of wellness*, and *sun safety*. The safety strand consists of key competencies related to *injury prevention*, and the nutrition strand comprises the substrands *nutrition knowledge*, *nutrition choices*, and *self-regulation of eating*.

The basic skills and concepts acquired during the infant/toddler years set the stage for the development of health behaviors and concepts during the preschool years. Whether washing hands, communicating to an adult about not feeling well, following emergency routines, or demonstrating knowledge of body parts, children practice health habits and understand concepts that draw on cognitive, language, social, and physical competencies. Children's developing capacity to communicate, establish relationships with adults in the environment, understand and participate in personal care routines, reason about cause and effect, perform fine-motor manipulative activities, and acquire other skills forms the foundation of health concepts, skills, and behaviors. For this reason, as shown in table 1.16, the preschool health domain is aligned with all four developmental domains in the infant/toddler foundations: Social–Emotional Development, Language Development, Cognitive Development, and Perceptual and Motor Development. Each domain plays a role in children's development of health practices, knowledge, and skills.

As children grow, they develop a deeper understanding of the concepts related to health and illness; have a greater ability to practice health-enhancing behaviors; and communicate and reason about health concepts.

The kindergarten standards in health education cover a broader range of content areas, and include more aspects of health concepts, behaviors, and skills. The health education standards in kindergarten are organized according to the following categories (strands): **nutrition and physical**

activity; growth and development; injury prevention and safety, alcohol, tobacco, and other drugs; mental, emotional and social health; and **personal and community health.** Table 1.16 shows the alignment of the kindergarten strands in health education with the strands in the preschool foundations. The first preschool strand, **health habits,** is aligned with two of the kindergarten strands (**personal and community health** and **growth and development**). The preschool strand, **safety,** is aligned with the kindergarten strand **injury prevention and safety,** and **nutrition** is aligned with the kindergarten strand **nutrition and physical activity.** The content in the kindergarten strand **alcohol, tobacco, and other drugs** is not addressed in the preschool foundations; therefore that strand is not part of the alignment. The content in the kindergarten strand **mental, emotional, and social health** maps to the content in the preschool foundations in Social–Emotional Development; therefore, it is aligned with the preschool foundations in Social–Emotional Development rather than with the Health foundations.

Each strand in the kindergarten standards in health education includes standards related to key areas in health: *essential concepts*, *analyzing influences*, *accessing valid information*, *interpersonal communication*, *decision making, goal setting, practicing health-enhancing behaviors, and health promotion.* Table 1.16 also displays the alignment between the substrands in the preschool foundations in Health and the kindergarten standards in health education. For example, the preschool substrands *basic hygiene* and *oral health* are aligned with two kindergarten standards in personal and community health: *essential concepts* and *practicing health-enhancing behaviors.* As table 1.16 indicates, for every strand and substrand in the preschool learning foundations in health there is a corresponding category of kindergarten content standards, with the exception of the preschool substrand *self-regulation of eating*.

Table 1.17 delineates the alignment between specific preschool learning foundations in Health and specific kindergarten content standards in health education. Overall, there is a substantial correspondence in content between the preschool foundations and the kindergarten standards. In some cases, a preschool foundation is aligned with one content standard, and in others, it is aligned with a group of standards corresponding in content. The table illustrates a progression in health knowledge and skills across age levels. For example, while children at around 60 months identify a large variety of foods, and demonstrate understanding that eating a variety of foods helps the body grow and be healthy (2.0 nutrition choices), children in kindergarten learn to name and select a

variety of healthy foods and snacks, explain why they are necessary for good health, recognize the importance of a healthy breakfast, and discern that not all products advertised or sold are good for them (kindergarten strand: nutrition and physical activity). The table also lists health education standards in kindergarten with no corresponding content in the preschool foundations. The kindergarten standards related to injury prevention and safety, about weapons and encounters with strangers, are not addressed in the preschool foundations in health.

Table 1.16
Overview of the Alignment Between the Health Domain and the California Content Standards

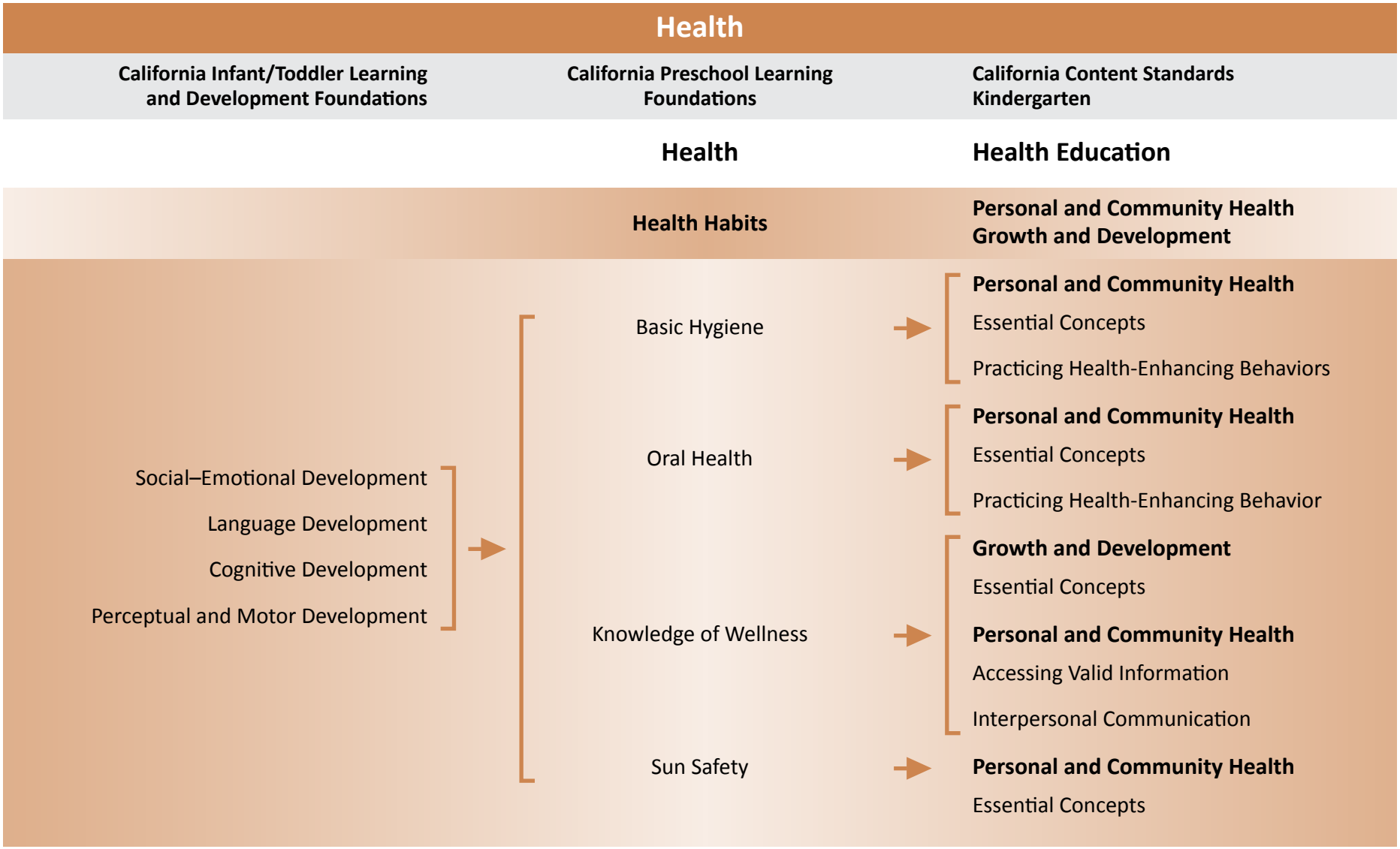

Table 1.16 *(continued)*

Health		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
	Health	**Health Education**
	Safety	**Injury Prevention and Safety**
Social–Emotional Development Language Development Cognitive Development Perceptual and Motor Development	→ Injury Prevention	→ Essential Concepts Accessing Valid Information Interpersonal Communication Decision Making Practicing Health-Enhancing Behaviors
	Nutrition	**Nutrition and Physical Activity**
Social–Emotional Development Language Development Cognitive Development Perceptual and Motor Development	→ Nutrition Knowledge	→ Essential Concepts
	→ Nutrition Choices	→ Essential Concepts Analyzing Influences Interpersonal Communication Practicing Health-Enhancing Behaviors
	Self-Regulation of Eating	

Table 1.17 Detailed View of the Alignment Between the Health Domain and the California Content Standards		
California Preschool Learning Foundations		**California Content Standards Kindergarten**
Domain: Health		**Domain: Health Education**
Strand: Health Habits		**Personal and Community Health Growth and Development**
1.0 Basic Hygiene		**Personal and Community Health** • **Standard 1: Essential Concepts** • **Standard 7: Practicing Health-Enhancing Behaviors**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.	**Standard 1: Essential Concepts** 1.2 Identify effective dental and personal hygiene practices. 1.3. Define "germs." 1.4. Explain why the transmission of germs may be harmful to health.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	**Standard 7: Practicing Health-Enhancing Behaviors** 7.1. Show effective dental and personal hygiene practices. 7.2. Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

2.0 Oral Health		**Personal and Community Health** • **Standard 1: Essential Concepts** • **Standard 7: Practicing Health-Enhancing Behaviors**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	**Standard 1: Essential Concepts** 1.1. P Identify effective dental and personal hygiene practices. **Standard 7: Practicing Health-Enhancing Behaviors** 7.1.P Show effective dental and personal hygiene practices.
3.0 Knowledge of Wellness		**Growth and Development** • **Standard 1: Essential Concepts** **Personal and Community Health** • **Standard 3: Accessing Valid Information** • **Standard 4: Interpersonal Communication**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	**Standard 1: Essential Concepts (Growth and Development)** 1.2.G Describe their own physical characteristics. 1.5.G Name body parts and their functions. 1.6.G Name and describe the five senses.
3.2 Begin to understand that health care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	**Standard 1: Essential Concepts (Growth and Development)** 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists). **Standard 3: Accessing Valid Information (Personal and Community**

		Health) 3.1.P Identify health care workers who can help promote healthy practices.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	**Standard 4: Interpersonal Communication (Personal and Community Health)** 4.1.P Demonstrate how to ask for assistance with a health-related problem.
4.0 Sun Safety		**Personal and Community Health** • **Standard 1: Essential Concepts**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.	**Standard 1: Essential Concepts** 1.2 Describe sun-safety practices.
Strand: **Safety**		**Injury Prevention and Safety**
1.0 Injury Prevention		**Injury Prevention and Safety** • **Standard 1: Essential Concepts** • **Standard 3: Accessing Valid Information** • **Standard 4: Interpersonal Communication** • **Standard 5: Decision Making** • **Standard 7: Practicing Health-Enhancing Behaviors**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and	**Standard 1: Essential Concepts** 1.1 Identify safety rules for the home, the school, and the community.

	prompting.	**Standard 7: Practicing Health-Enhancing Behaviors** 7.1 Follow rules for safe play and safety routines.

1.2 Begin to show ability to follow emergency routines, after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines, after instruction and practice.	**Standard 1: Essential Concepts** 1.2 Identify emergency situations. **Standard 3: Accessing Valid Information** 3.1 Identify trusted adults who can help in emergency situations. **Standard 4: Interpersonal Communication** 4.1 Demonstrate how to ask a trusted adult for help or call 9-1-1. **Standard 5: Decision Making** 5.1 Identify situations when it is necessary to seek adult help or call 9-1-1.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	**Standard 1: Essential Concepts** 1.3.S Explain ways to stay safe when riding in a bus or other vehicle. 1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing. **Standard 7: Practicing Health-Enhancing Behaviors** 7.2.S Show how to cross the street safely.
		Other areas covered under the health education content standards for kindergarten in Injury Prevention and Safety: **Standard 1: Essential Concepts** 1.4.S Distinguish between appropriate and inappropriate touching. 1.5.S Explain that everyone has the right to tell others not to touch his or her body.

	1.6.S Describe school rules about getting along with others. 1.7.S Recognize the characteristics of bullying. 1.9.S Recognize that anything may be poisonous or cause harm if used unsafely. 1.10.S Identify people who are strangers and how to avoid contact with strangers. 1.11.S Demonstrate how to ask trusted adults for help. 1.12.S Define and explain the dangers of weapons. 1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon. **Standard 4: Interpersonal Communication** 4.2.S Show how to answer the phone in a safe way. **Standard 5: Decision Making** 5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you. **Standard 8: Health Promotion** 8.1.S Show how to tell a trusted adult when you or a friend find a weapon.*
Strand: **Nutrition**	**Nutrition and Physical Activity**
1.0 Nutrition Knowledge	**Nutrition and Physical Activity** • **Standard 1: Essential Concepts**

At around 48 months	At around 60 months	By the end of kindergarten
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.	**Standard 1: Essential Concepts** 1.1.N Name a variety of healthy foods and explain why they are necessary for good health.

*The footnote that appears in the published version of this standard has been omitted so that the alignment can be highlighted.

2.0 Nutrition Choices		**Nutrition and Physical Activity** • **Standard 1: Essential Concepts** • **Standard 2: Analyzing Influences** • **Standard 4: Interpersonal Communication** • **Standard 7: Practicing Health-Enhancing Behaviors**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and chooses from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and chooses from a greater variety of foods at mealtimes.	**Standard 1: Essential Concepts** 1.1.N Name a variety of healthy foods and explain why they are necessary for good health. 1.2.N Identify a variety of healthy snacks. 1.4.N Recognize the importance of a healthy breakfast.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices, as well as some knowledge of healthy choices.	**Standard 2: Analyzing Influences** 2.1.N Recognize that not all products advertised or sold are good for them. **Standard 4: Interpersonal Communication** 4.1.N Explain how to ask family members for healthy food options. **Standard 7: Practicing Health-Enhancing Behaviors** 7.1.N Select nutritious snacks. 7.2.N Plan a nutritious breakfast. 7.3.N Choose healthy foods in a variety of settings.

3.0 Self-Regulation of Eating		
At around 48 months	**At around 60 months**	
3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.	
		Other areas covered under the health education content standards for kindergarten: **Alcohol, Tobacco, and Other Drugs** • **Standard 1: Essential Concepts** **Mental, Emotional, and Social Health** (See the alignment for Social–Emotional Development) • **Standard 1: Essential Concepts** • **Standard 2: Analyzing Influences** • **Standard 3: Accessing Valid Information** • **Standard 4: Interpersonal Communication** • **Standard 5: Decision Making** • **Standard 6: Goal Setting** • **Standard 7: Practicing Health-Enhancing Behaviors** • **Standard 8: Health Promotion**

History–Social Science

This section describes the alignment of the preschool foundations in History–Social Science with the infant/toddler learning and development foundations and with the California content standards in history–social science for kindergarten. The preschool foundations in History–Social Science describe fundamental skills and competencies that set the stage for learning history and disciplines such as geography, ecology, economics, civics, and culture. The foundations are organized in five strands: **self and society, becoming a preschool community member (civics), sense of time (history), sense of place (geography and ecology),** and **marketplace (economics).** Specific foundations within the strands are grouped into substrands. Table 1.18 shows how the strands and substrands of the preschool learning foundations in History–Social Science align with the infant/toddler foundations and with the kindergarten content standards in history–social science.

As table 1.18 indicates, the preschool foundations in History–Social Science, particularly the strands **self and society** and **becoming a preschool community member,** are aligned with infant/toddler foundations in the domains of social–emotional development and cognitive development. The preschool substrand *culture and diversity* is aligned with the infant/toddler foundation *identity of self in relation to others.* In preschool, children's sense of self develops and encompasses their cultural, ethnic, and racial identity. The substrand *relationships,* which focuses on children's ability to create and maintain relationships with adults and friends, is aligned with the infant/toddler foundations *relationships with adults* and *relationships with peers.*

The range of competencies under the strand **becoming a preschool community member (civics),** including *skills for democratic participation*, *responsible conduct*, *fairness and respect for other people*, and *conflict resolution,* are aligned with the following infant/toddler foundations: *interactions with adults*, *interactions with peers*, *empathy, impulse control,* and *problem solving*. These social and cognitive competencies set the stage for preschoolers to become responsible and cooperative group members, be attentive to others' feelings and needs, and be capable of negotiation and compromise while resolving conflicts. Finally, the substrands under **sense of place**—*navigating familiar locations* and *understanding the physical world through drawings and maps*—are aligned with the infant/toddler foundation *spatial relationships,* the early understanding of the location of objects in space.

The kindergarten content standards in history–social science consist of six key standards (K.1–K.6). Table 1.18 shows the alignment between preschool substrands/foundations and the kindergarten substrands, and table 1.19 delineates the alignment between specific preschool learning foundations and specific kindergarten content standards in history–social science. As table 1.18 indicates, the first three content standards are aligned with substrands under the strand *self and society.* The substrand *culture and diversity* is aligned with standard K.2, recognition of national and state symbols. The substrand *relationships,* and all substrands under the strand *becoming a preschool community member* (civics), are aligned with kindergarten standard K.1, which focuses on *students' understanding that being a good citizen involves acting in a certain way*. The substrand *social roles and occupations* is directly related to standard K.3, which focuses on children's knowledge of people's occupations at school and in the local community.

The preschool substrand related to sense of time—*understanding past events*—is aligned with standard K.5, which describes students' ability to put events in temporal order; the substrand *historical changes in people and the world* is aligned with kindergarten standard K.6, the understanding that history relates to events, people, and places.

Finally, the preschool substrands related to sense of place—*navigating familiar locations* and *understanding the physical world through drawing and maps*—are aligned with kindergarten standard K.4, the ability to compare and contrast the locations of people, places, and environments and describe their characteristics.

As indicated by table 1.19, there is correspondence between specific preschool foundations and specific kindergarten content standards in certain key areas. This is particularly evident in the foundations related to roles and occupations, historical changes of people and the world, sense of time and sense of place. The alignment illustrates a progression in skills and knowledge across age levels—for example, the development of the ability to relate past events to other past events and current experiences. By the end of kindergarten, students put events in temporal order using a calendar, placing days, weeks, and months in proper order (K.5). Similarly, understanding the physical world through drawings and maps evolves into children's ability in kindergarten to read simple maps, identify traffic and map symbols, and construct maps and models of neighborhoods. Overall, although some foundations and standards at the preschool and kindergarten levels may be

organized somewhat differently and the content does not always align one to one, there is a general correspondence in content between the preschool foundations and the kindergarten standards in history–social science.

Table 1.18
Overview of the Alignment Between the History–Social Science Domain and the California Content Standards

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Social–Emotional Development **Cognitive Development**	**History–Social Science**	**History–Social Science**
	Self and Society	
Identity of Self in Relation to Others →	Culture and Diversity →	**K.2** Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
Relationships with Adults Relationships with Peers →	Relationships →	**K.1** Students understand that being a good citizen involves acting in certain ways.
	Social Roles and Occupations →	**K.3** Students match simple descriptions of work that people do and the names of related jobs at the school, in the community, and from historical accounts.
	Becoming a Preschool Community Member (Civics)	
Impulse Control Interactions with Adults Interactions with Peers Empathy Cause and Effect (Cognitive Development) Problem Solving (Cognitive Development) →	Skills for Democratic Participation Responsible Conduct Fairness and Respect for Other People Conflict Resolution →	**K.1** Students understand that being a good citizen involves acting in certain ways.

Table 1.18 *(continued)*

History–Social Science

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Social–Emotional Development **Cognitive Development**	**History–Social Science**	**History–Social Science**
	Sense of Time (History)	
	Understanding Past Events →	**K.5** Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
	Anticipating and Planning Future Events	
	Personal History	
	Historical Changes in People and the World →	**K.6** Students understand that history relates to events, people, and places of other times. **K.1** Students understand that being a good citizen involves acting in certain ways.
Spatial Relationships (Cognitive Development) →	Navigating Familiar Locations Understanding the Physical World Through Drawings and Maps →	**K.4** Students compare and contrast the locations of people, places, and environments and describe their characteristics.
	Caring for the Natural World	
	Exchange	

Table 1.19 Detailed View of the Alignment Between the History–Social Science Domain and the California Content Standards		
California Preschool Learning Foundations		**California Content Standards** **Kindergarten**
Domain: **History–Social Science**		**Domain:** **History–Social Science**
Strand: **Self and Society**		**K.1 Students understand that being a good citizen involves acting in certain ways.** **K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.** **K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**
1.0 Culture and Diversity		**K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Exhibit developing cultural,	1.1 Manifest stronger cultural,	**K.2 Students recognize national and state symbols and icons such as**

ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	**the national and state flags, the bald eagle, and the Statue of Liberty.**
2.0 Relationships		**K.1 Students understand that being a good citizen involves acting in certain ways.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	**K.1 Students understand that being a good citizen involves acting in certain ways.** 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
3.0 Social Roles and Occupations		**K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	**K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.**

Strand: **Becoming a Preschool Community Member (Civics)**		**K.1 Students understand that being a good citizen involves acting in certain ways.**
1.0 Skills for Democratic Participation		**K.1 Students understand that being a good citizen involves acting in certain ways.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	**K.1 Students understand that being a good citizen involves acting in certain ways.** 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
2.0 Responsible Conduct		**K.1 Students understand that being a good citizen involves acting in certain ways.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control,	2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being	**K.1 Students understand that being a good citizen involves acting in certain ways.** 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

however, is inconsistent, especially when children are frustrated or upset.	responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3.0 Fairness and Respect for Other People		**K.1 Students understand that being a good citizen involves acting in certain ways.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	**K.1 Students understand that being a good citizen involves acting in certain ways.** 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
4.0 Conflict Resolution		**K.1 Students understand that being a good citizen involves acting in certain ways.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	**K.1 Students understand that being a good citizen involves acting in certain ways.** 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

Strand: **Sense of Time (History)**		**K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.** **K.6 Students understand that history relates to events, people, and places of other times.**
1.0 Understanding Past Events		**K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	**K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.**

2.0 Anticipating and Planning Future Events		
At around 48 months	**At around 60 months**	
2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	
3.0 Personal History		
At around 48 months	**At around 60 months**	
3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	
4.0 Historical Changes in People and the World		**K.1 Students understand that being a good citizen involves acting in certain ways.** **K.6 Students understand that history relates to events, people, and places of other times.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.	**K.6 Students understand that history relates to events, people, and places of other times.** 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis of the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr.

events on a timeline.		Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). 2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin. 3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). **K.1 Students understand that being a good citizen involves acting in certain ways.** 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
Strand: **Sense of Place (Geography and Ecology)**		**K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**
1.0 Navigating Familiar Locations		**K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with	1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams,	**K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.** 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.

each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	weather, common activities), the distances between familiar locations (such as between home and school); and compare their home community with those of others.	5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.
2.0 Caring for the Natural World		
At around 48 months	**At around 60 months**	
2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	
3.0 Understanding the Physical World Through Drawings and Maps		**K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	3.1 Create their own drawings, maps and models; are more skilled at using globes, maps and map symbols; and use maps for	**K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.** 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and

	basic problem solving (such as locating objects) with adult guidance.	stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
Strand: **Marketplace (Economics)**		
1.0 Exchange		
At around 48 months	**At around 60 months**	
1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	

Science

This section describes the alignment of the preschool foundations in Science with the infant/toddler learning and development foundations and with the California science content standards in kindergarten. The preschool science foundations describe the behaviors, skills, and concepts that children typically develop in the Science domain during the preschool period. The foundations are organized in four strands: **scientific inquiry, physical sciences, life sciences,** and **earth sciences.** The first strand, scientific inquiry, is about basic scientific skills and language that are fundamental to the process of doing science (e.g., observing, investigating, documenting), and includes two substrands: *observation and investigation* and *documentation and communication*. The other three strands focus on scientific content, developmentally appropriate core ideas and concepts in the areas of physical sciences, life sciences, and earth sciences. The foundations in each content strand are organized into two substrands: *properties and characteristics of objects and materials* and *change in objects and materials*.

Core concepts and a range of skills identified in the preschool learning foundations in science emerge and begin to develop during the infant/toddler years. The practice of scientific inquiry draws on children's cognitive, language, social, and physical competencies. Certain cognitive and language abilities are fundamental in the development of scientific concepts and skills. Children's developing abilities to group and sort objects, identify the cause of events and anticipate the effect, engage in a purposeful effort to reach a goal, and explore how something works and how things move and fit in space provide the mental tools for investigating and learning about the characteristics of objects and events in the environment. As table 1.20 indicates, the infant/toddler foundations in Cognitive Development—*classification, cause-and-effect, problem solving*, and *spatial relationships*—set the stage for the development of inquiry skills and the learning of concepts in physical sciences, life sciences, and earth sciences.

Through the process of science, children record observations and communicate ideas and explanations with others. Language and communication skills are fundamental in the development of scientific concepts and skills. Preschool children learn to use language and specific terminology to describe their observations, to plan explorations, and to communicate their findings, explanations, and ideas with others. They also use different forms of communication to record and document information (e.g., oral, written, drawings, photos, graphs, charts). These language and literacy skills emerge at a young age and involve children's ability to understand others, to engage in back-and-forth conversations, and to use expanded vocabulary to express themselves through words. As table 1.20 indicates, the infant/toddler foundations in *receptive language*, *expressive language*, and *interest in print* are aligned with the preschool science substrand *documentation and communication.*

The preschool learning foundations in science are also aligned with the kindergarten content standards in science. Table 1.20 shows the alignment between strands and substrands in the preschool foundations in Science and the corresponding kindergarten strands. As table 1.20 indicates, the foundations and the kindergarten standards cover the same general categories (strands): **physical sciences, life sciences,** and **earth sciences.** The preschool strand **scientific inquiry** is aligned with the kindergarten strand **investigation and experimentation.**

Each of the kindergarten strands in science includes key content standards. Table 1.21 details the alignment between particular preschool foundations and the kindergarten content standards in the Science domain. Though the content of specific foundations and standards at the preschool and kindergarten levels is organized somewhat differently within the strands and may not always correspond one to one, there is a noteworthy correspondence in content between the preschool foundations and the kindergarten standards. Both the foundations in *observation and investigation* and the kindergarten standards in **investigation and experimentation** focus on children's ability to ask meaningful questions, conduct careful investigations, and observe and describe properties of common objects. The preschool foundations and the kindergarten

standards in physical sciences, life sciences, and earth sciences center on the same key ideas: children's ability to observe and describe the properties of materials, the similarities and differences in the appearance and behavior of plants and animals, and the basic characteristics of the earth. The foundations in *documentation and communication* are also aligned with one kindergarten standard in the Mathematics domain: "Pose information questions, collect data, and record the results using objects, pictures, and picture graphs." Both the foundations and standard describe a similar set of skills related to collecting and recording information.

Table 1.20
Overview of the Alignment Between the Science Domain and the California Content Standards

Science		
California Infant/Toddler Learning and Development Foundations	**California Preschool Learning Foundations**	**California Content Standards Kindergarten**
Cognitive Development **Language Development**	**Science**	**Science**
	Scientific Inquiry	**Investigation and Experimentation**
Problem Solving →	Observation and Investigation →	Scientific progress is made by asking meaningful questions and conducting careful investigations.
Receptive Language (Language Development) Expressive Language (Language Development) Interest in Print (Language Development) →	Documentation and Communication →	**Investigation and Experimentation** Scientific progress is made by asking meaningful questions and conducting careful investigations. **Domain: Mathematics** Statistics, Data Analysis, and Probability Students collect information about objects and events in their environment.

Table 1.20 *(continued)*

Science

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Cognitive Development **Language Development**	**Science**	**Science**
	Physical Sciences	**Physical Sciences**
Cause-and-Effect Spatial Relationships Problem Solving Classification	Properties and Characteristics of Nonliving Objects and Materials Changes in Nonliving Objects and Materials	Properties of materials can be observed, measured, and predicted.
	Life Sciences	**Life Sciences**
Cause-and-Effect Spatial Relationships Problem Solving Classification	Properties and Characteristics of Living Things Changes in Living Things	Different types of plants and animals inhabit the earth.
	Earth Sciences	**Earth Sciences**
Cause-and-Effect Spatial Relationships Problem Solving Classification	Properties and Characteristics of Earth Materials Changes in the Earth	Earth is composed of land, air, and water.

Table 1.21 Detailed View of the Alignment Between the Science Domain and the California Content Standards		
California Preschool Learning Foundations		**California Content Standards** **Kindergarten**
Domain: **Science**		**Domain:** **Science** Also aligned with an element from: **Mathematics**
Strand: **Scientific Inquiry**		**Investigation and Experimentation** 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
1.0 Observation and Investigation		**Investigation and Experimentation**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Demonstrate curiosity and raise simple questions about objects and events in the environment.	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in the environment.	
1.2 Observe objects and events in the environment and describe them.	1.2 Observe objects and events in the environment and describe them in greater detail.	a. Observe common objects by using the five senses. b. Describe the properties of common objects. c. Describe the relative position of objects by using one reference (e.g., above or below).

1.3 Begin to identify and use, with adult support, some observation and measurement tools.	1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight.).
1.5 Make predictions and check them, with adult support, through concrete experiences.	1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect.).	
1.6 Make inferences and form generalizations based on evidence.	1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	
2.0 Documentation and Communication		**Investigation and Experimentation** **Domain: Mathematics** • **Statistics, Data Analysis, and Probability**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals,	2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to	**Investigation and Experimentation** e. Communicate observations orally and through drawings. **Statistics, Data Analysis, and Probability (Mathematics)** 1.1 Pose information questions; collect data; and record the results

models, and photos.	adults), charts, journals, models, photos, or by tallying and graphing information.	using objects, pictures, and picture graphs.
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	
Strand: **Physical Sciences**		**Physical Sciences** 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
1.0 Properties and Characteristics of Nonliving Objects and Materials		**Physical Sciences**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Observe, investigate, and identify characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties (size, weight, shape, color, texture, and sound) of objects and of solid and nonsolid materials.	a. Students know that objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
2.0 Changes in Nonliving Objects and Materials		**Physical Sciences**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Demonstrate awareness that objects and materials can change, and explore and describe changes in objects and materials (rearrangement	2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail	b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

of parts; change in color, shape, texture, temperature).	changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	
2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, ways thing move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	
Strand: **Life Sciences**		**Life Sciences** 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
1.0 Properties and Characteristics of Living Things		**Life Sciences**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	1.1 Identify characteristics of a greater variety of animals and plants, and demonstrate an increased ability to categorize them.	a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking), in humans and other animals.	1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking), in humans and other animals.	c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	1.3 Recognize that living things have habitats in different environments suited to their unique needs.	
1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and death.	b. Students know stories sometimes give plants and animals attributes they do not really have.
2.0 Changes in Living Things		
At around 48 months	**At around 60 months**	
2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.	2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).	
2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).	
Strand:		

Earth Sciences		**Earth Sciences** 3. Earth is composed of land, air, and water. As a basis for understanding this concept:
1.0 Properties and Characteristics of Earth Materials and Objects		**Earth Sciences**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
2.0 Changes in the Earth		**Earth Sciences**
At around 48 months	**At around 60 months**	**By the end of kindergarten**
2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds).	2.1 Demonstrate an increased ability to observe and describe natural objects in the sky; begin to notice how they appear to move and change.	
2.2 Notice and describe changes in weather.	2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.	b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.	

2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.	2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment and participate in activities related to its care.	c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Section 2

Alignment Between the California Preschool Learning Foundations and the Head Start Child Development and Early Learning Framework

The Head Start Act (as amended in 2007) promotes alignment of the *Head Start Child Development and Early Learning Framework* (hereafter referred as the *Head Start Learning Framework*) with state curriculum, assessment, and standards. In California, these standards are represented by the *California Preschool Learning Foundations, Volumes 1–3* (CDE 2008, 2010, and forthcoming).

The California Head Start Collaboration Office—in partnership with the California Head Start Association, California Center of the Office of Head Start Training and Technical Assistance Network, California Department of Education, and WestEd—spearheaded the development of an alignment of the *Head Start Learning Framework* with the *California Preschool Learning Foundations* to address the needs of Head Start programs.

This document supports Head Start education managers and education supervisors by showing how these two sources align with each other and the similarities of goals for children in all areas of learning and development. The alignment of the *Head Start Learning Framework* with the *California Preschool Learning Foundations* provides a valuable resource to make sure all the components of education in an early childhood program—curriculum goals, teaching strategies, and assessment—are coordinated and aligned.

The California Center of the Office of Head Start Training and Technical Assistance Network can provide support to programs through the process of reviewing the alignment of the *Head Start Learning Framework* and the *California Preschool Learning Foundations* to ensure the programs' curriculum, assessment, and school-readiness goals are also aligned with these two documents.

The *California Preschool Learning Foundations* and the *Head Start Learning Framework* share common goals—to strengthen preschool education and young children's readiness for school and to promote all aspects of child learning and development in early childhood programs. The California preschool learning foundations describe knowledge and skills that most children, with appropriate support, can be expected to exhibit as they complete their first and second year of preschool. Foundations are established for children at around 48 months of age and at around 60 months of age. Nine domains of learning and development are addressed: Social–Emotional Development, Language and Literacy, English-Language Development, Mathematics, Visual and Performing Arts, Physical Development, Health, History–Social Science, and Science. The *Head Start Learning*

Framework delineates the developmental building blocks essential for children's school and long-term success. The Framework is intended for children three to five years old and is organized into 11 domains: Physical Development & Health, Social & Emotional Development, Approaches to Learning, Logic & Reasoning, Language Development, English Language Development, Literacy Knowledge & Skills, Mathematics Knowledge & Skills, Science Knowledge & Skills, Creative Arts Expression, and Social Studies Knowledge & Skills.

About the Alignment

The following analysis describes the alignment between the *California Preschool Learning Foundations* and the *Head Start Learning Framework.* The alignment shows the **ways in which these two sources correspond in content and share similar goals for children in all areas of learning and development.** In this alignment, the nine domains of the preschool foundations are presented in the same order and structure shown as the original *California Preschool Learning Foundations* volumes. For each foundation, the alignment indicates the components in the *Head Start Learning Framework* that correspond in content. In other words, the preschool foundations are the starting point of the alignment, and components from the 11 domains in the Framework are aligned with the preschool learning foundations.

An alternative version of the alignment, one in which components of the preschool learning foundations are aligned with the *Head Start Learning Framework*, may be viewed at http://www.cde.ca.gov/sp/cd/re/documents/alignmentheadstart.doc. The 11 domains in the *Head Start Learning Framework* are presented in the same structure and order as the original Framework. For each domain in the Framework, the alignment indicates the components of the preschool foundations that correspond in content.

While the *Head Start Learning Framework* generally applies to children who are three to five years old, the preschool learning foundations are separated at two age levels, showing a progression on a continuum of learning. Foundations are established for children at around 48 months of age (four years) and at around 60 months of age (five years). The alignment of the preschool learning foundations and the Framework presents only the foundations for children at around 48 months of age, a midpoint in the age range addressed in the *Head Start Learning Framework.* The complete set of foundations, including the foundations for children at about 60 months of age, can be found in the *California Preschool Learning Foundations, Volumes 1–3* (CDE 2008, 2010, and forthcoming).

General Alignment at the Domain Level

Table 2.1 outlines the nine domains in the preschool learning foundations and the corresponding domain(s) in the *Head Start Learning Framework.* The table also delineates other domains in the Framework with content corresponding to the foundations. For example, the Social–Emotional Development domain of the preschool foundations is aligned with the **Social & Emotional Development** domain in the Framework, as well as with components from two additional domains in the Framework: namely, **Approaches to Learning** and **Logic & Reasoning.** Table 2.1 shows how both the *California Preschool Learning Foundations* and the *Head Start Learning Framework* cover parallel content, though some of it is organized differently.

Table 2.1

Overview Alignment of the Domains in the California Preschool Learning Foundations and the Head Start Child Development and Early Learning Framework

Domains in the California Preschool Learning Foundations	Domains in the Head Start Child Development and Early Learning Framework	Additional Domains in the Head Start Framework with Corresponding Content
Social–Emotional Development	Social & Emotional Development	Approaches to Learning Logic & Reasoning
Language and Literacy	Language Development Literacy Knowledge & Skills	
English-Language Development	English Language Development	Literacy Knowledge & Skills
Mathematics	Mathematics Knowledge & Skills	Logic & Reasoning Approaches to Learning
Visual and Performing Arts	Creative Arts Expression	Logic & Reasoning
Physical Development	Physical Development & Health	
Health	Physical Development & Health	
History–Social Science	Social Studies Knowledge & Skills	Social & Emotional Development
Science	Science Knowledge & Skills	Approaches to Learning Logic & Reasoning

As evident in table 2.1, each domain in the preschool learning foundations maps to a major corresponding domain in the *Head Start Learning Framework.* For example, the Mathematics domain in the preschool foundations is aligned with the Mathematics Knowledge & Skills domain from the Framework. In addition, some of the domains align with multiple domains from the Framework. The Mathematics domain, for example, is also aligned with components from the Approaches to Learning and Logic & Reasoning domains. The Language and Literacy domain has two corresponding domains in the *Head Start Learning Framework*: (1) Language Development and (2) Literacy Knowledge & Skills. The preschool foundations in **English-Language Development** are aligned with the Head Start **English Language Development** domain and with components in the Head Start **Literacy Knowledge & Skills** domain. Also, the preschool foundations in History–Social Science are aligned with components in the Head Start domains of **Social Studies Knowledge & Skills** and **Social & Emotional Development.** Although the **Approaches to Learning** and **Logic & Reasoning** domains appear only in the *Head Start Learning Framework*, the content of those two domains is covered by different domains of the preschool learning foundations: Mathematics, Social–Emotional Development, Visual and Performing Arts, and Science.

Alignment within Each Domain

The extent of the alignment between the *California Preschool Learning Foundations* and the *Head Start Learning Framework* becomes clear when the elements within each domain of these two resources are directly lined up next to each other. In the preschool learning foundations, each domain consists of several main strands, and each strand consists of substrands. The foundations are organized under the substrands. In the Head Start Learning Framework, each domain includes elements and examples to illustrate key knowledge, behaviors, or skills within the element. The alignment draws connections between (1) the strands and substrands within each domain of the preschool foundations and the corresponding Head Start domain elements; and (2) the foundations under each substrand and the corresponding examples in the Head Start Learning Framework. Table 2.2 shows how different components in each document align with or match each other.

Table 2.2

Organization of the California Preschool Learning Foundations and the Head Start Child Development and Early Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain	Domain
Strands	---------
Substrands	Domain elements
Foundations	Examples

In sum, for each of the nine domains in the preschool foundations, the alignment draws the connection between the strands and substrands in the preschool learning foundations domain and the corresponding domain elements in the *Head Start Learning Framework,* and between specific foundations in each substrand and the corresponding examples in the Framework.

Analysis of the Alignment

The alignment indicates a close correspondence between the domains and foundations in the preschool learning foundations and the matching components in the *Head Start Learning Framework.* Overall, as evident in the tables, for almost every substrand in the preschool learning foundations, there is at least one domain element in the Framework that reflects the content of the corresponding preschool foundations. The few substrands in the preschool foundations with no corresponding content in the *Head Start Learning Framework* are *social conventions* in the English-Language Development domain*, body awareness* in the Physical Development domain, *self-regulation of eating* in the Health domain, and *marketplace (economics)* in the History–Social Science domain. Similarly, a close inspection of the Head Start alignment indicates that 36 of the 37 domain elements in the *Head Start Learning Framework* have a corresponding substrand with similar content in the preschool foundations.

The only domain element with no direct correspondence in the preschool foundations is *physical health status* (Head Start, Physical Development & Health). This domain element addresses the health aspects that programs need to monitor in order to ensure children's physical well-being. Although *physical health status* is not addressed in the alignment, this domain element is significant, and programs should follow local policy for monitoring children's physical health status.

In some domains, there is a noteworthy amount of direct correspondence, both in content and in level of specificity, between the preschool foundations and the corresponding examples in the *Head Start Learning Framework.* This correspondence is particularly evident in domains such as Social–Emotional Development, Language and Literacy, and Mathematics. In domains such as English-Language Development, Visual and Performing Arts, Physical Development, History–Social Science, and Science, the preschool foundations are more detailed. Even so, the preschool foundations and the Framework cover the same key content areas in those domains.

Table 2.3
Detailed View of the Alignment Between the Social–Emotional Development Domain and Head Start Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain: **Social–Emotional Development**[2]	**Domain:** **Social & Emotional Development** Also aligned with domain elements from: **Approaches to Learning** **Logic & Reasoning**
Strand: **Self**	**Corresponding domain elements:** ▶ **Self-Concept & Self-Efficacy** ▶ **Self-Regulation** ▶ **Social Relationships** ▶ **Emotional & Behavioral Health** ▶ **Persistence & Attentiveness (Approaches to Learning)**
At around 48 months of age[3] **1.0 Self-Awareness**	Three to five years old ▶ **Self-Concept & Self-Efficacy** The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.
1.1 Describe their physical characteristics, behavior, and abilities positively.	• Identifies personal characteristics, preferences, thoughts, and feelings.
2.0 Self-Regulation	▶ **Self-Regulation** The ability to recognize and regulate emotions, attention, impulses, and behavior. ▶ **Emotional & Behavioral Health** A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors. ▶ **Persistence & Attentiveness**

[2]. The foundations for Social–Emotional Development can be found on pages 6–20 of the *California Preschool Learning Foundations, Volume 1* (CDE 2008).

[3]. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows the foundations only at around 48 months of age.

	(Approaches to Learning) The ability to begin and finish activities with persistence and attention.
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	**Self-Regulation** • Handles impulses and behavior with minimal direction from adults. • Follows simple rules, routines, and directions. • Shifts attention between tasks and moves through transitions with minimal direction from adults. **Emotional & Behavioral Health** • Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear. • Refrains from disruptive, aggressive, angry, or defiant behaviors. • Adapts to new environments with appropriate emotions and behaviors. **Persistence & Attentiveness (Approaches to Learning)** • Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.
3.0 Social and Emotional Understanding	▶ **Social Relationships** The healthy relationships and interactions with adults and peers.
3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	• Recognizes and labels others' emotions. • Recognizes how actions affect others and accepts consequences of one's actions.
4.0 Empathy and Caring	▶ **Social Relationships** The healthy relationships and interactions with adults and peers.
4.1 Demonstrate concern for the needs of others and people in distress.	• Expresses empathy and sympathy to peers.
5.0 Initiative in Learning	▶ **Self-Concept & Self-Efficacy** The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals. ▶ **Initiative & Curiosity (Approaches to Learning)** An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

	▶ **Persistence & Attentiveness (Approaches to Learning)** The ability to begin and finish activities with persistence and attention.
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	**Self-Concept & Self-Efficacy** • Demonstrate age-appropriate independence in a range of activities, routines, and tasks. • Shows confidence in a range of abilities in the capacity to accomplish tasks and take on new tasks. • Demonstrate age-appropriate independence in decision making regarding activities and materials. **Initiative & Curiosity (Approaches to Learning)** • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. **Persistence & Attentiveness (Approaches to Learning)** • Maintains interest in a project or activity until completed. • Sets goals and develops and follows through on plans.
Strand: **Social Interaction**	**Corresponding domain elements:** ▶ **Social Relationships** ▶ **Symbolic Representation (Logic & Reasoning)** ▶ **Cooperation (Approaches to Learning)**
At around 48 months of age **1.0 Interactions with Familiar Adults**	Three to five years old ▶ **Social Relationships** The healthy relationships and interactions with adults and peers.
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	• Communicates with familiar adults and accepts or request guidance.
2.0 Interactions with Peers	▶ **Social Relationships** The healthy relationships and interactions with adults and peers. ▶ **Symbolic Representation (Logic & Reasoning)** The use of symbols or objects to represent something else.
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	**Social Relationships** • Cooperates with others. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.

2.2 Participate in simple sequences of pretend play.	**Symbolic Representation (Logic & Reasoning)** • Engages in pretend play and acts out roles. • Recognizes the difference between pretend or fantasy situations and reality.
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	**Social Relationships** • Resolves conflict with peers alone and/or with adult intervention as appropriate.
3.0 Group Participation	▶ **Social Relationships** The healthy relationships and interactions with adults and peers. ▶ **Cooperation (Approaches to Learning)** An interest and engagement in group experience.
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	**Social Relationships** • Cooperates with others. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. **Cooperation (Approaches to Learning)** • Joins in cooperative play with others and invites others to play. • Helps, shares, and cooperates in a group.
4.0 Cooperation and Responsibility	▶ **Social Relationships** The healthy relationships and interactions with adults and peers. ▶ **Cooperation (Approaches to Learning)** An interest and engagement in group experience.
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	**Social Relationships** • Cooperates with others. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. **Cooperation (Approaches to Learning)** • Plans, initiates, and completes learning activities with peers. • Joins in cooperative play with others and invites others to play. • Models or teaches peers. • Helps, shares, and cooperates in a group.
Strand: **Relationships**	**Corresponding domain element:** ▶ **Social Relationships**
At around 48 months of age **1.0 Attachment to Parents**	Three to five years old ▶ **Social Relationships** The healthy relationships and interactions with adults and peers.

1.1 Seek security and support from their primary family attachment figures.	• Communicates with familiar adults and accepts or request guidance. • Establishes secure relationships with adults.
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	• Establishes secure relationships with adults. • Cooperates with others.
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	• Establishes secure relationships with adults.

2.0 Close Relationships with Teachers and Caregivers	▶ **Social Relationships** The healthy relationships and interactions with adults and peers.
2.1 Seek security and support from their primary teachers and caregivers.	• Establishes secure relationships with adults. • Communicates with familiar adults and accepts or request guidance.
2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
3.0 Friendships	▶ **Social Relationships** The healthy relationships and interactions with adults and peers.
3.1 Choose to play with one or two special peers whom they identify as friends.	• Develops friendships with peers.

Table 2.4
Detailed View of the Language and Literacy Domain Alignment and Head Start Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain: **Language and Literacy**[4]	Domains: **Language Development** **Literacy Knowledge & Skills**
Language and Literacy	**Language Development**
Strand: **Listening and Speaking**	**Corresponding domain elements:** ▶ **Receptive Language** ▶ **Expressive Language**
At around 48 months of age[5] **1.0 Language Use and Conventions** Children understand and use language to communicate with others effectively.	Three to five years old ▶ **Receptive Language** The ability to comprehend or understand language. ▶ **Expressive Language** The ability to use language.
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	**Receptive Language** • Attends to language during conversations, songs, stories, or other learning experiences. • Comprehends different forms of language, such as questions or exclamations. **Expressive Language** • Uses language to express ideas and needs. • Engages in conversations with peers and adults. • Uses different forms of language. • Engages in communication and conversation with others.

[4]. The foundations for Language and Literacy can be found on pages 56–70 of the *California Preschool Learning Foundations, Volume 1* (CDE 2008).

[5]. Foundations are established for children at around 48 months of age and at around 60 months of age. The alignment with the Head Start Learning Framework shows only the foundations at around 48 months of age.

1.2 Speak clearly enough to be understood by familiar adults and children. 1.3 Use accepted language and style during communication with familiar adults and children.	**Expressive Language** • Engages in communication and conversation with others. • Engages in conversations with peers and adults. • Uses different forms of language.
1.4 Use language to construct short narratives that are real or fictional.	**Expressive Language** • Engages in storytelling.
2.0 Vocabulary Children develop age-appropriate vocabulary.	▶ **Receptive Language** The ability to comprehend or understand language. ▶ **Expressive Language** The ability to use language.
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts. 2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life. 2.3 Understand and use simple words that describe the relations between objects.	**Receptive Language** • Comprehends increasingly complex and varied vocabulary. **Expressive language** • Uses increasingly complex and varied vocabulary.
3.0 Grammar Children develop age-appropriate grammar.	▶ **Receptive Language** The ability to comprehend or understand language. ▶ **Expressive Language** The ability to use language.
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas. 3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	**Receptive Language** • Comprehends different grammatical structures or rules for using language. **Expressive language** • Uses different grammatical structures for a variety of purposes.
Language and Literacy	**Literacy Knowledge & Skills**
Strand: **Reading**	**Corresponding domain elements:** ▶ **Book Appreciation and Knowledge** ▶ **Phonological Awareness** ▶ **Alphabet Knowledge** ▶ **Print Concepts & Conventions**

At around 48 months of age **1.0 Concepts about Print** Children begin recognize print conventions and understand that print carries specific meaning.	Three to five years old ▶ **Print Concepts & Conventions** The concepts about print and early decoding (identifying letter-sound relationships).
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	• Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. • Understands conventions, such as print moves from left to right and top to bottom of a page. • Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator (Under "Book Appreciation and Knowledge").
1.2 Recognize print as something that can be read.	• Understands that print conveys meaning. • Recognizes words as a unit of print and understands that letters are grouped to form words. • Recognizes the association between spoken or signed and written words.
At around 60 months[6] **2.0 Phonological Awareness** Children develop age-appropriate phonological awareness.	Three to five years old ▶ **Phonological Awareness** An awareness that language can be broken into words, syllables, and smaller pieces of sound.
2.1 Orally blend and delete words and syllables without the support of pictures or objects.	• Identifies and discriminates between words in language. • Identifies and discriminates between separate syllables in words.
2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.	• Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.
At around 48 months of age **3.0 Alphabetics and Word/Print Recognition** Children begin to recognize letters of the alphabet.	Three to five years old ▶ **Alphabet Knowledge** The names and sounds associated with letters.
3.1 Recognize the first letter of own name.	• Attends to the beginning letters and sounds in familiar words.

[6]. The foundations for Phonological Awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.

3.2 Match some letter names to their printed form.	• Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. • *Identifies letters* and associates correct sounds with letters. (Emphasis added.)
At around 60 months of age 3.3 Begin to recognize that letters have sounds.	• Recognizes that letters of the alphabet have distinct sound(s) associated with them. • Identifies letters and *associates correct sounds* with letters. (Emphasis added.)
4.0 Comprehension and Analysis of Age-Appropriate Text Children demonstrate understanding of age-appropriate text read aloud.	▶ **Book Appreciation and Knowledge** The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	• Asks and answers questions and makes comments about print materials. • Retells stories or information from books through conversation, artistic works, creative movement, or drama.
4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	• Asks and answers questions and makes comments about print materials.
5.0 Literacy Interest and Response Children demonstrate motivation for literacy activities.	▶ **Book Appreciation and Knowledge** The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
5.1 Demonstrate enjoyment of literacy and literacy-related activities. 5.2 Engage in routines associated with literacy activities.	• Shows interest in shared reading experiences and looking at books independently. • Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
Strand: **Writing**	**Corresponding domain element:** ▶ **Early Writing**
At around 48 months of age **1.0 Writing Strategies** Children demonstrate emergent writing skills.	Three to five years old ▶ **Early Writing** The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	• Experiments with writing tools and materials.
1.2 Write using scribbles that are different from pictures.	• Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
1.3 Write marks to represent own name.	• Copies, traces, or independently writes letters or words.

Table 2.5
Detailed View of the Alignment Between the English-Language Development Domain and Head Start Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain: **English-Language Development**[7]	**Domain:** **English Language Development** Also aligned with domain elements from: **Literacy Knowledge & Skills**
Strand: **Listening**	**Corresponding domain element:** ▶ **Receptive English Language Skills**
Later[8] **1.0 Children listen with understanding.**	Three to five years old ▶ **Receptive English Language Skills** The ability to comprehend or understand the English language.
Beginning words 1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	• Participates with movement and gestures while other children and the teachers dance and sing in English. • Acknowledges or responds nonverbally to common words or phrases, such as "hello," "good-bye" "snack time," "bathroom," when accompanied by adult gestures. • Points to body parts when asked, "Where is your nose, hand, leg . . . ?"
Requests and directions 1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	• Follows multi-step directions in English with minimal cues or assistance.
Basic and advanced concepts 1.3 Demonstrate an understanding of words in English related to more advanced concepts.	• Comprehends and responds to increasingly complex and varied English vocabulary, such as "Which stick is the longest?" "Why do you think the caterpillar is

[7]. The foundations for English-Language Development can be found on pages 112–136 of the *California Preschool Learning Foundations, Volume 1* (CDE 2008).

[8]. The preschool learning foundations in English-language development describe a typical developmental progression for preschool English learners along a continuum of beginning, middle, and later levels. The alignment with the Head Start Learning Framework shows only the foundations at the later level in the continuum.

	hungry?”

Strand: **Speaking**	**Corresponding domain element** **▶ Expressive English Language Skills**
Later **1.0 Children use nonverbal and verbal strategies to communicate with others.**	Three to five years old **▶ Expressive English Language Skills** The ability to speak or use English.
Communication of needs 1.1 Show increasing reliance on verbal communication in English to be understood by others. ***Vocabulary production*** 1.2 Use new English vocabulary to share knowledge of concepts. ***Conversation*** 1.3 Sustain a conversation in English about a variety of topics.	• Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch. • Requests items in English, such as “car,” “milk,” “book,” “ball.” • Uses one or two English words, sometimes joined to represent a bigger idea, such as “throw ball.” • Uses increasingly complex and varied English vocabulary.
Utterance length and complexity 1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunction (e.g., and, or); or other elements (e.g., adjectives, adverbs). ***Grammar*** 1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb, and object), sometimes with errors.	• Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.” • Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”
Inquiry 1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.	• Uses increasingly complex and varied English vocabulary.
2.0 Children begin to understand and use social conventions in English.	
Social conventions 2.1 Appropriately use words and tone of voice associated	

with social conventions in English.	
3.0 Children use language to create oral narratives about their personal experiences.	▶ **Engagement in English Literacy Activities** Understanding and responding to books, storytelling, and songs presented in English.
Narrative development 3.1 Produce simple narratives in English that are real or fictional.	• Tells a story in English with a beginning, middle, and end from a book or about a personal experience.
Strand: **Reading**	**Corresponding domain elements:** ▶ **Engagement in English Literacy Activities**
Later **1.0 Children demonstrate an appreciation and enjoyment of reading and literature.**	Three to five years old ▶ **Engagement in English Literacy Activities** Understanding and responding to books, storytelling, and songs presented in English.
Participate in read-aloud activity 1.1 Participates in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	• Demonstrate eagerness to participate in songs, rhymes and stories in English.
Interest in books and reading 1.2 Choose to "read" familiar books written in English with increasing independence and talk about the books in English.	• Points to pictures and says the word in English, such as "frog," "baby," "run." • Learns part of a song or poem in English and repeats it.
2.0 Children show an increasing understanding of book reading.	▶ **Engagement in English Literacy Activities** Understanding and responding to books, storytelling, and songs presented in English.
Personal connections to the story 2.1 Begin to engage in extended conversations in English about stories.	• Talks with peers or adults about a story read in English.
Story structure 2.2 Retell in English the majority of a story read or told n English.	• Tells a story in English with a beginning, middle, and end from a book or about a personal experience.
Domain: **English-Language Development *(continued)***	**Domain:** **Literacy Knowledge & Skills**
Strand: **Reading (cont.)**	**Corresponding domain elements:** ▶ **Print Concepts & Conventions** ▶ **Alphabet Knowledge** ▶ **Phonological Awareness**

Later **3.0 Children demonstrate an understanding of print conventions.**	Three to five years old ▶ **Print Concepts & Conventions** The concepts about print and early decoding (identifying letter-sound relationships).
Book handling 3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	• Understands conventions, such as print moves from left to right and top to bottom of page.
4.0 Children demonstrate awareness that print carries meaning.	▶ **Print Concepts & Conventions** The concepts about print and early decoding (identifying letter-sound relationships).
Environmental print 4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	• Recognizes print in everyday life, such as numbers, one's name, words, and familiar logos and signs.
5.0 Children demonstrate progress in their knowledge of the alphabet in English.	▶ **Alphabet Knowledge** The names and sounds associated with letters.
Letter awareness 5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	• Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. • Recognizes that letters of the alphabet have distinct sound(s) associated with them. • Attends to the beginning letters and sounds in familiar words.
Letter recognition 5.2 Identify ten or more letters of the alphabet in English.	• Identifies letters and associates correct sounds with letters.
6.0 Children demonstrate phonological awareness.	▶ **Phonological Awareness** An awareness that language can be broken into words, syllables, and smaller pieces of sound.
Rhyming 6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English. ***Onset*** 6.2 Recognize and produce words that have a similar onset (initial sound) in English. ***Sound differences in the home language and English*** 6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.	• Identifies and discriminates between words in language. • Identifies and discriminates between separate syllables in words. • Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.

Strand: **Writing**	**Corresponding domain element:** ▶ **Early Writing**
Later **1.0 Children use writing to communicate their ideas.**	Three to five years old ▶ **Early Writing** The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
Writing as communication 1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	• Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
Writing to represent words or ideas 1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English. ***Writing their name*** 1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.	• Experiments with writing tools and materials. • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. • Copies, traces, or independently writes letters or words.

Table 2.6
Detailed View of the Alignment Between the Mathematics Domain and Head Start Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain: **Mathematics**[9]	**Domain:** **Mathematics Knowledge & Skills** Also aligned with domain elements from: **Logic & Reasoning** **Approaches to Learning**
Strand: **Number Sense**	**Corresponding domain elements:** ► **Number Concepts & Quantities** ► **Number Relationships & Operations**
At around 48 months of age[10] **1.0 Children begin to understand numbers and quantities in their everyday environment.**	Three to five years old ► **Number Concepts & Quantities** The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).
1.1 Recite numbers in order to ten with increasing accuracy.	• Recites numbers in the correct order and understands that numbers come "before" or "after" one another.
1.2 Begin to recognize and name a few written numerals.	• Recognizes numbers and quantities in the everyday environment. • Associates quantities and the names of numbers with written numerals.
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	• Recognizes numbers and quantities in the everyday environment. • Uses one-to-one counting and *subitizing* (identifying the number of objects without counting) to determine quantity [emphasis added].

[9]. The foundations for Mathematics can be found on pages 148–159 of the *California Preschool Learning Foundations, Volume 1* (CDE 2008).

[10]. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows only the foundations at around 48 months of age.

1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	• Uses *one-to-one counting* and subitizing (identifying the number of objects without counting) to determine quantity [emphasis added].

1.5 Use the number name of the last object counted to answer the question, "How many . . . ?"	• Uses the number name of the last object counted to represent the number of objects in the set.
2.0 Children begin to understand number relationships and operations in their everyday environment.	► **Number Relationships & Operations** The use of numbers to describe relationships and solve problems.
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same."	• Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	• Identifies the new number created when numbers are combined or separated.
2.3 Understand that putting two groups of objects together will make a bigger group.	• Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.
2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	• Identifies the new number created when numbers are combined or separated.
Strand: **Algebra and Functions (Classification and Patterning)**	**Corresponding domain element:** ► **Patterns**
At around 48 months of age **1.0 Children begin to sort and classify objects in their everyday environment.**	Three to five years old ► **Patterns** The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern. ► **Reasoning & Problem-Solving (Logic & Reasoning)** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	**Patterns** • Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.

	Reasoning & Problem-Solving (Logic & Reasoning) • Classifies, compares, and contrasts objects, events, and experiences.

2.0 Children begin to recognize simple, repeating patterns.	► **Patterns** The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.
2.1 Begin to identify or recognize a simple repeating pattern.	• Recognizes, duplicates, and extends simple patterns.
2.2 Attempt to create a simple repeating pattern or participate in making one.	• Creates patterns through the repetition of a unit.
Strand: **Measurement**	**Corresponding domain element:** ► **Measurement & Comparison**
At around 48 months of age **1.0 Children begin to compare and order objects.**	Three to five years old ► **Measurement & Comparison** The understanding of attributes and relative properties of objects as related to size, capacity, and area.
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as *bigger, longer, heavier,* or *taller,* or by placing objects side by side to compare length.	• Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).
1.2 Order three objects by size.	• Orders objects by size or length.
At around 60 months of age 1.3 Measure length using multiple duplicates of same-size concrete units laid end to end.	• Uses nonstandard and standard techniques and tools to measure and compare.
Strand: **Geometry**	**Corresponding domain element:** ► **Geometry & Spatial Sense**
At around 48 months of age **1.0 Children begin to identify and use common shapes in their everyday environment.**	Three to five years old ► **Geometry & Spatial Sense** The understanding of shapes, their properties, and how objects are related to one another.
1.1 Identify simple two-dimensional shapes, such as a circle and square.	7. Recognizes and names common shapes, their parts, and attributes. 8. Compares objects in size and shape.

1.2 Use individual shapes to represent different elements of a picture or design.	• Combines and separates shapes to make other shapes.

2.0 Children begin to understand positions in space.	► **Geometry & Spatial Sense** The understanding of shapes, their properties, and how objects are related to one another.
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	• Understands directionality, order, and position of objects, such as up, down, in front, behind.
Strand: **Mathematical Reasoning**	**Corresponding domain elements:** ► **Reasoning & Problem Solving (Logic & Reasoning)** ► **Initiative & Curiosity (Approaches to Learning)**
At around 48 months of age **1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.**	Three to five years old ► **Reasoning & Problem Solving (Logic & Reasoning)** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem. ► **Initiative & Curiosity (Approaches to Learning)** An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	**Reasoning & Problem Solving (Logic & Reasoning)** • Seeks multiple solutions to a question, task, or problem. **Initiative & Curiosity (Approaches to Learning)** • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. • Asks questions and seeks new information.

Table 2.7
Detailed View of the Alignment Between the Visual and Performing Arts Domain and Head Start Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain: **Visual and Performing Arts**[11]	**Domain:** **Creative Arts Expression** Also aligned with domain elements from: **Logic & Reasoning** **Approaches to Learning**
Strand: **Visual Art**	**Corresponding domain elements:** ► **Art** ► **Symbolic Representation (Logic & Reasoning)**
At around 48 months of age[12] **1.0 Notice, Respond, and Engage**	Three to five years old ► **Art** The use of a range of media and materials to create drawings, pictures, or other objects.
1.1 Notice and communicate about objects or forms that appear in art. 1.5 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them. 1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials. 1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	• Discusses one's own artistic creations and those of others.

[11]. The foundations for Visual and Performing Arts can be found on pages 5–21 of the *California Preschool Learning Foundations, Volume 2* (CDE 2010).

[12]. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the Head Start Learning Framework shows only the foundations at around 48 months of age.

2.0 Develop Skills In Visual Art	► **Art** The use of a range of media and materials to create drawings, pictures, or other objects.
2.1 Make a straight and curved marks and lines; begin to draw rough circle shapes. 2.2 Begin to create paintings or drawings that suggest people, animals, and objects. 2.3 Make somewhat regular-shaped balls and coils out of dough or clay. 2.4 Begin to use paper and other materials to assemble simple collages. 2.5 Begin to recognize and name materials and tools used for visual arts. 2.6 Demonstrate some motor control when working with visual arts tools.	• Uses different materials and techniques to make art creations.
3.0 Create, Invent, and Express Through Visual Art	► **Art** The use of a range of media and materials to create drawings, pictures, or other objects. ► **Symbolic Representation (Logic & Reasoning)** The use of symbols or objects to represent something else. ► **Initiative & Curiosity (Approaches to Learning)** An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.
3.1 Create art and sometimes name the work. 3.2 Begin to draw figures or objects. 3.3 Begin to use intensity of marks and color to express a feeling or mood.	**Art** • Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. **Symbolic Representation (Logic & Reasoning)** • Represents people, places, or things through drawings, movement, and three-dimensional objects. **Initiative & Curiosity (Approaches to Learning)** • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.

Strand: **Music**	**Corresponding domain elements:** ► **Music** ► **Creative Movement and Dance**
At around 48 months of age **1.0 Notice, Respond, and Engage**	Three to five years old ► **Music** The use of voice and instruments to create sounds.
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music. 1.2 Recognize simple repeating melody and rhythm patterns. 1.3 Identify the sources of a limited variety of musical sounds. 1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	• Participates in music activities, such as listening, singing, or performing. • Experiments with musical instruments.
2.0 Develop Skills In Music	► **Music** The use of voice and instruments to create sounds.
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song. 2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	• Participates in music activities, such as listening, singing, or performing. • Experiments with musical instruments.
3.0 Create, Invent, and Express Through Music	► **Music** The use of voice and instruments to create sounds. ► **Creative Movement & Dance** The use of the body to move to music and express oneself. ► **Initiative & Curiosity (Approaches to Learning)** An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones. 3.2 Move or use body to demonstrate beat and tempo, often spontaneously. 3.3 Improvise vocally and instrumentally.	**Music** • Participates in music activities, such as listening, singing, or performing. • Experiments with musical instruments. **Creative Movement & Dance** • Expresses what is felt and heard in various musical tempos and styles. **Initiative & Curiosity (Approaches to Learning)** • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.
Strand: **Drama**	**Corresponding domain element:** ► **Drama**
At around 48 months of age **1.0 Notice, Respond, and Engage**	Three to five years old ► **Drama** The portrayal of events, characters, or stories through acting and using props and language.
1.1 Demonstrate an understanding of simple drama vocabulary. 1.2 Identify preferences and interests related to participating in drama. 1.3 Demonstrate knowledge of simple plot of a participatory drama.	• Uses dialogues, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.
2.0 Develop Skills to Create, Invent, and Express Through Drama	► **Drama** The portrayal of events, characters, or stories through acting and using props and language. ► **Initiative & Curiosity (Approaches to Learning)** An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.
2.1 Demonstrate basic role-play skills with imagination and creativity. 2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	• Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. **Initiative & Curiosity (Approaches to Learning)** • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.

Strand: **Dance**	**Corresponding domain element:** **► Creative Movement & Dance**
At around 48 months of age **1.0 Notice, Respond, and Engage**	Three to five years old **► Creative Movement & Dance** The use of the body to move to music and express oneself.
1.1 Engage in dance movements. 1.2 Begin to understand and use vocabulary related to dance. 1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall. 1.4 Explore and use different steps and movements to create or form a dance.	• Moves to different patterns of beat and rhythm in music.
2.0 Develop Skills in Dance	**► Creative Movement & Dance** The use of the body to move to music and express oneself.
2.1 Begin to be aware of own body in space. 2.2 Begin to be aware of other people in dance or when moving in space. 2.3 Begin to respond to tempo and timing through movement.	• Moves to different patterns of beat and rhythm in music
3.0 Create, Invent, and Express Through Dance	**► Creative Movement & Dance** The use of the body to move to music and express oneself. **► Initiative & Curiosity (Approaches to Learning)** An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. **► Symbolic Representation (Logic & Reasoning)** The use of symbols or objects to represent something else.

3.1 Begin to act out and dramatize through music and movement patterns. 3.2 Invent dance movements. 3.3 Improvise simple dances that have a beginning and an end. 3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	**Creative Movement & Dance** • Moves to different patterns of beat and rhythm in music • Uses creative movement to express concepts, ideas, or feelings. **Initiative & Curiosity (Approaches to Learning)** • Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. **Symbolic Representation (Logic & Reasoning)** • Represents people, places, or things through drawings, movement, and three-dimensional objects.

Table 2.8
Detailed View of the Alignment Between the Physical Development Domain and Head Start Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain: **Physical Development**[13]	**Domain:** **Physical Development & Health**
Strand: **Fundamental Movement Skills**	**Corresponding domain elements:** ► **Gross Motor Skills** ► **Fine Motor Skills**
At around 48 months of age[14] **1.0 Balance**	Three to five years old ► **Gross Motor Skills** The control of large muscles for movement, navigation, and balance.
1.1 Maintain balance while holding still; sometimes may need assistance. 1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	• Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.
2.0 Locomotor Skills	► **Gross Motor Skills** The control of large muscles for movement, navigation, and balance.

[13]. The foundations for Physical Development can be found on pages 46–57 of the *California Preschool Learning Foundations, Volume 2* (CDE 2010).

[14]. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows only the foundations at around 48 months of age.

2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet). 2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs. 2.3 Jump for height (up or down) and for distance with beginning competence. 2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping and leaping.	• Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.

3.0 Manipulative Skills	► **Gross Motor Skills** The control of large muscles for movement, navigation, and balance. ► **Fine Motor Skills** The control of small muscles for such purposes as using utensils, self-care, building, and exploring.
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	**Gross Motor Skills** • Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	**Fine Motor Skills** • Develops hand strength and dexterity. • Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. • Manipulates a range of objects, such as blocks or books. • Manipulates writing, drawing, and art tools.
Strand: **Perceptual–Motor Skills and Movement Concepts**	**Corresponding domain element:** ► **Gross Motor Skills**
At around 48 months of age ***1.0 Body Awareness***	Three to five years old
1.1 Demonstrate knowledge of the names of body parts.	
2.0 Spatial Awareness	► **Gross Motor Skills** The control of large muscles for movement, navigation, and balance.

2.1 Use own body as reference point when locating or relating to other people or objects in space.	• Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.
3.0 Directional Awareness	► **Gross Motor Skills** The control of large muscles for movement, navigation, and balance.
3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side"). 3.2 Move forward and backward or up and down easily. 3.3 Can place an object on top of or under something with some accuracy. 3.4 Use any two body parts together.	• Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.
Strand: **Active Physical Play**	**Corresponding domain element:** ► **Health Knowledge and Practice**
At around 48 months of age **1.0 Active Participation**	Three to five years old ► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	• Participates in structured and unstructured physical activities.
2.0 Cardiovascular Endurance	► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.
2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	• Participates in structured and unstructured physical activities.
3.0 Muscular Strength, Muscular Endurance, and Flexibility	► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.
3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	• Participates in structured and unstructured physical activities.

Table 2.9
Detailed View of the Alignment Between the Health Domain and Head Start Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain: **Health**[15]	**Domain:** **Physical Development & Health**
Strand: **Health Habits**	**Corresponding domain element:** ► **Health Knowledge and Practice**
At around 48 months of age[16] **1.0 Basic Hygiene**	Three to five years old ► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.
1.1 Demonstrate knowledge of some steps in the hand washing routine. 1.2 Practice health habits that prevent infectious diseases and infestations (for example, lice) when appropriate, with adult support, instruction and modeling.	• Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults. • Communicate an understanding of the importance of health and safety rules.
2.0 Oral Health	► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	• Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.
3.0 Knowledge of Wellness	► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	

[15]. The foundations for Health can be found on pages 80–87 of the *California Preschool Learning Foundations, Volume 2* (CDE 2010).

[16]. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the Head Start Learning Framework shows the foundations only at around 48 months of age.

3.2 Begin to understand that health care providers try to keep people well and help them when they are not well. 3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	• Recognizes the importance of doctor and dentist visits. • Cooperates during doctor and dentist visits and health and developmental screenings.
4.0 Sun Safety	► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.
4.1 Begin to practice sun-safe actions, with adult support and guidance.	• Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
Strand: **Safety**	**Corresponding domain element:** ► **Health Knowledge and Practice**
At around 48 months of age **1.0 Injury Prevention**	Three to five years old ► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.
1.1 Follow safety rules with adult support and prompting. 1.2 Begin to show ability to follow emergency routines, after instruction and practice (for example, a fire drill or earthquake drill). 1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	• Communicates an understanding of the importance of health and safety routines and rules. • Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
Strand: **Nutrition**	**Corresponding domain element:** ► **Health Knowledge and Practice**
At around 48 months of age **1.0 Nutrition Knowledge**	Three to five years old ► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.
1.1 Identify different kinds of foods.	• Eats a variety of nutritious foods. • Distinguishes food on a continuum from most healthy to less healthy.
2.0 Nutrition Choices	► **Health Knowledge and Practice** The understanding of healthy and safe habits and practicing healthy habits.

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and chooses from a variety of foods at mealtimes. 2.2 Indicate food preferences that reflect familial and cultural practices.	• Eats a variety of nutritious foods. • Distinguishes food on a continuum from most healthy to less healthy.
3.0 Self-Regulation of Eating	
3.1 Indicate awareness of when hungry and when full.	

Table 2.10
Detailed View of the Alignment Between the History–Social Science Domain and Head Start Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain: **History–Social Science**[17]	**Domain:** **Social Studies Knowledge & Skills** Also aligned with domain elements from: **Social & Emotional Development** **Logic & Reasoning**
Strand: **Self and Society**	**Corresponding domain elements:** ► **Self, Family & Community** ► **Social Relationships (Social & Emotional Development)**
At around 48 months of age[18] **1.0 Culture and Diversity**	Three to five years old ► **Self, Family & Community** The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.
1.2 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	• Identifies personal and family structure. • Understands similarities and respects differences among people.
2.0 Relationships	► **Social Relationships (Social & Emotional Development)** The healthy relationships and interactions with adults and peers.
2.2 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	• Cooperates with others. • Develops friendships with peers. • Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.

[17]. All foundations for History–Social Science can be found in the California Preschool Learning Foundations, Volume 3 (CDE forthcoming)

[18]. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows only the foundations at around 48 months of age.

3.0 Social Roles and Occupations	► **Self, Family & Community** The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.
3.1 Plays familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	• Recognizes a variety of jobs and the work associated with them.
Strand: **Becoming a Preschool Community Member (Civics)**	**Corresponding domain elements:** ► **Self, Family & Community** ► **Social Relationships (Social & Emotional Development)** ► **Self-Regulation (Social & Emotional Development)**
At around 48 months of age ***1.0 Skills for Democratic Participation***	Three to five years old ► **Self, Family & Community** The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	• Understands the reasons for rules in the home and classroom and for laws in the community.
2.0 Responsible Conduct	► **Self, Family & Community** The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity ► **Self-Regulation (Social & Emotional Development)** The ability to recognize and regulate emotions, attention, impulses, and behavior. ► **Emotional & Behavioral Health(Social & Emotional Development)** A healthy range of emotional expression and learning positives alternatives to aggressive or isolating behaviors.
2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	**Self, Family & Community** • Understands the reasons for rules in the home and classroom and for laws in the community.

	Self-Regulation (Social & Emotional Development) • Follow simple rules, routines, and directions. • Handles impulses and behavior with minimal direction from adults. **Emotional & Behavioral Health (Social & Emotional Development)** • Refrains from disruptive, aggressive, angry, or defiant behaviors.
3.0 Fairness and Respect for Other People	► **Self, Family & Community** The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.
3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	• Understands the reasons for rules in the home and classroom and for laws in the community.
4.0 Conflict Resolution	► **Social Relationships (Social & Emotional Development)** The healthy relationships and interactions with adults and peers.
4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	• Resolves conflict with peers alone and/or with adult intervention as appropriate.
Strand: **Sense of Time (History)**	**Corresponding domain element:** ► **History & Events**
At around 48 months of age **1.0 Understanding Past Events**	Three to five years old ► **History & Events** The understanding that events happened in the past and how these events relate to one's self, family, and community.
1.2 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	• Differentiates between past, present, and future. • Recognizes events that happened in the past, such as family or personal history.
2.0 Anticipating and Planning Future Events	► **History & Events** The understanding that events happened in the past and how these events relate to one's self, family, and community.
2.1 Anticipate events in familiar situations in the near	• Differentiates between past, present, and future.

future, with adult assistance.	
3.0 Personal History	► **History & Events** The understanding that events happened in the past and how these events relate to one's self, family, and community.
3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	• Recognizes events that happened in the past, such as family or personal history.
4.0 Historical Changes in People and the World	► **History & Events** The understanding that events happened in the past and how these events relate to one's self, family, and community.
4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	• Recognizes events that happened in the past, such as family or personal history. • Understands how people live and what they do changes over time.
Strand: **Sense of Place (Geography and Ecology)**	**Corresponding domain elements:** • **People & the Environment** • **Self, Family & Community** • **Symbolic Representation (Logic & Reasoning)**
At around 48 months of age **1.0 Navigating Familiar Locations**	Three to five years old ► **People & the Environment** The understanding of the relationship been people and the environment in which they live.
1.2 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	• Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
2.0 Caring for the Natural World	► **People & the Environment** The understanding of the relationship been people and the environment in which they live.
2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	• Recognizes that people share the environment with other people, animals, and plants. • Understands that people can take care of the environment through activities, such as recycling.
3.0 Understanding the Physical World Through Drawings and Maps	► **Self, Family & Community** The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

	► **Symbolic Representation (Logic & Reasoning)** The use of symbols or objects to represent something else.
3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	• Describes or draws aspects of the geography of the classroom, home, and community. **Symbolic Representation (Logic & Reasoning)** • Represents people, places, or things through drawings, movement, and three-dimensional objects.
Strand: **Marketplace (Economics)**	
At around 48 months of age **1.0 Exchange**	
1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	

Table 2.11
Detailed View of the Alignment Between the Science Domain and Head Start Learning Framework

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain: **Science**[19]	**Domain:** **Science Knowledge & Skills** Also aligned with domain elements from: **Approaches to Learning** **Logic & Reasoning** **History-Social Science**
Strand: **Scientific Inquiry**	**Corresponding domain elements:** ► **Scientific Skills & Method** ► **Initiative and Curiosity (Approaches to Learning)** ► **Reasoning & Problem Solving (Logic & Reasoning)**
At around 48 months of age[20] **1.0 Observation and Investigation**	Three to five years old ► **Scientific Skills & Method** The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions. ► **Initiative and Curiosity (Approaches to Learning)** An interest in varied topics and activities, desire to learn, creativeness, and independence in learning. ► **Reasoning & Problem Solving (Logic & Reasoning)** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	**Initiative and Curiosity (Approaches to Learning)** • Demonstrates eagerness to learn about and discuss

[19]. All foundations for science can be found in the *California Preschool Learning Foundations, Volume* 3 (CDE forthcoming).

[20]. Foundations include foundations at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows only the foundations at around 48 months of age.

	a range of topics, ideas, and tasks. • Asks questions and seeks new information.
1.2 Observe objects and events in their environment and describe their observations. 1.3 Begin to identify and use some observation and measuring tools, with adult support.	**Scientific Skills & Method** • Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. • Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. • Observes and discusses common properties, differences, and comparisons among objects.
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	**Scientific Skills & Method** • Observes and discusses common properties, differences, and comparisons among objects. **Reasoning & Problem Solving (Logic & Reasoning)** • Classifies, compares, and contrasts objects, events, and experiences.
1.5 Make predictions and check them, with adult support, through concrete experiences. 1.6 Make inferences and form generalizations based on evidence.	**Scientific Skills & Method** • Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. • Describes and discusses predictions, explanations, and generalizations based past on experience. **Initiative and Curiosity (Approaches to Learning)** • Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities. **Reasoning and Problem Solving (Logic & Reasoning)** • Recognizes cause and effect relationships. • Uses past knowledge to build new knowledge.
2.0 Documentation and Communication	► **Scientific Skills & Method** The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	• Collects, describes, and records information through discussions, drawings, maps, and charts.
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	• Describes and discusses predictions, explanations, and generalizations based on past experience.

Strand: **Physical Sciences**	**Corresponding domain elements:** ► **Conceptual Knowledge of the Natural & Physical World** ► **Reasoning & Problem Solving (Logic & Reasoning)**
At around 48 months of age **1.0 Properties and Characteristics of Nonliving Objects and Materials**	Three to five years old ► **Conceptual Knowledge of the Natural & Physical World** The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships. ► **Reasoning & Problem Solving (Logic & Reasoning)** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
1.1 Observe, investigate and identify characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	**Conceptual Knowledge of the Natural & Physical World** • Observes, describes, and discusses properties of materials and transformation of substances. **Reasoning & Problem Solving (Logic & Reasoning)** • Classifies, compares, and contrasts objects, events, and experiences.
2.0 Changes in Nonliving Objects and Materials	► **Conceptual Knowledge of the Natural & Physical World** The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships. ► **Reasoning & Problem Solving (Logic & Reasoning)** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
2.1 Demonstrate awareness that objects and materials can change, and explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature). 2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing, pulling, rolling, dropping) on making objects move.	**Conceptual Knowledge of the Natural & Physical World** • Observes, describes, and discusses properties of materials and transformation of substances. **Reasoning & Problem Solving (Logic & Reasoning)** • Recognizes cause and effect relationships.

Strand: **Life Sciences**	**Corresponding domain element:** ► **Conceptual Knowledge of the Natural & Physical World** ► **Reasoning & Problem Solving (Logic & Reasoning)**
At around 48 months of age **1.0 Properties and Characteristics of Living Things**	Three to five years old ► **Conceptual Knowledge of the Natural & Physical World** The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships. ► **Reasoning & Problem Solving (Logic & Reasoning)** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
1.1 Identify characteristics of a variety of animals and plants, including their appearance (inside and outside) and behavior, and begin to categorize them. 1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. 1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments. 1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	**Conceptual Knowledge of the Natural & Physical World** • Observes, describes, and discusses living things and natural processes. **Reasoning & Problem Solving (Logic & Reasoning)** • Classifies, compares, and contrasts objects, events, and experiences.
2.0 Changes in Living Things	► **Conceptual Knowledge of the Natural & Physical World** The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow. 2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	• Observes, describes, and discusses living things and natural processes.
Strand: **Earth Sciences**	**Corresponding domain elements:** ► **Conceptual Knowledge of the Natural & Physical World** ► **Reasoning & Problem Solving (Logic & Reasoning)** ► **People & the Environment (History-Social Science)**
At around 48 months of age **1.0 Properties and Characteristics of Earth Materials and Objects**	Three to five years old ► **Conceptual Knowledge of the Natural & Physical World** The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships. ► **Reasoning & Problem Solving (Logic & Reasoning)** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water and air.	**Conceptual Knowledge of the Natural & Physical World** • Observes, describes, and discusses living things and natural processes. **Reasoning & Problem Solving (Logic & Reasoning)** • Classifies, compares, and contrasts objects, events, and experiences.
2.0 Changes in the Earth	► **Conceptual Knowledge of the Natural & Physical World** The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships. • **People & the Environment (History-Social Science)** The understanding of the relationship been people and the environment in which they live.

2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds). 2.2 Notice and describe changes in weather. 2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	• Observes, describes, and discusses living things and natural processes
2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.	**People & the Environment** • Understands that people can take care of the environment through activities, such as recycling.

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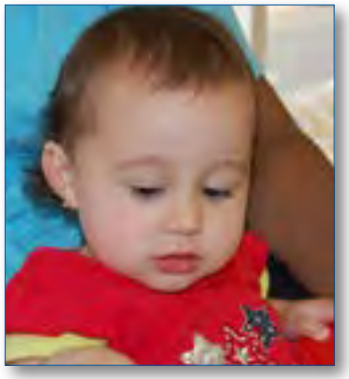
Overview of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources

Domains					
California Preschool Learning Foundations	**California Infant/Toddler Learning and Development Foundations**	**California Kindergarten Content Standards**	**Common Core State Standards**	**Head Start Child Development and Early Learning Framework**	**Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content**
Social–Emotional Development	Social–Emotional Development	Health Education Mental, Emotional, Social Health		Social & Emotional Development	Approaches to Learning Logic & Reasoning
Language and Literacy	Language Development	English–Language Arts	English–Language Arts	Language Development Literacy Knowledge & Skills	
English—Language Development	Language Development	English–Language Development		English Language Development	Literacy Knowledge & Skills
Mathematics	Cognitive Development	Mathematics	Mathematics	Mathematics Knowledge & Skills	Logic & Reasoning Approaches to Learning
Visual and Performing Arts	All Domains	Visual and Performing Arts		Creative Arts Expression	Logic & Reasoning
Physical Development	Perceptual and Motor Development Cognitive Development	Physical Education		Physical Development & Health	
Health	All Domains	Health Education		Physical Development & Health	
History–Social Science	Social–Emotional Development Cognitive Development	History–Social Science		Social Studies Knowledge & Skills	Social & Emotional Development
Science	Cognitive Development Language Development	Science		Science Knowledge & Skills	Approaches to Learning Logic & Reasoning

DRDP (2015)

An Early Childhood Developmental Continuum

Infant/Toddler Comprehensive View



for use with infants and toddlers

The DRDP (2015) was developed by the California Department of Education, Early Learning and Care Division and Special Education Division, with assistance from:

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Desired Results Training and Technical Assistance Project, WestEd's Center for Child and Family Studies

The DRDP (2015) is available at the California Department of Education Website at http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp

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DRDP (2015)

An Early Childhood Developmental Continuum

Infant/Toddler Comprehensive View

For use with infants and toddlers

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Introduction to the DRDP (2015)

Welcome to the Desired Results Developmental Profile (2015) [DRDP (2015)]: A Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP (2015) is a formative assessment instrument developed by the California Department of Education for young children and their families used to inform instruction and program development.

Key Features of the DRDP (2015):

- The DRDP (2015) is administered in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment.
- The DRDP(2015) represents a full continuum of development from early infancy up to kindergarten entry. The Infant/Toddler Views are for use with children in infant/toddler programs, and the Preschool Views, for children in preschool programs
- The DRDP (2015) is designed for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- The DRDP (2015) is aligned with all volumes of the California's Infant/Toddler and Preschool Learning and Development Foundations, the Common Core Standards, and the Head Start Child Development and Early Learning Framework.
- The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California's diverse population of young children, with specific consideration for children who are young dual language learners (see section below).
- The DRDP (2015) was developed with the goal of ensuring that ***all*** children have the opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of Universal Design were followed.
- The DRDP (2015) includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs).

Information about Selected Key Features

Three of these key features: (1) consideration of young children who are dual language learners, (2) universal design and adaptations for children with IFSPs and IEPs, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help teachers and service providers better understand and rate the measures of the DRDP (2015).

Young Dual Language Learners and the DRDP (2015)

Dual language learners are children learning two or more languages at the same time, as well as those children learning a second language while continuing to develop their first (or home) language. A child's experience with one or more languages is an asset to build on in the early childhood setting. It is critical to consider the child's communication in all the languages that he or she is learning in order to have an accurate picture of a child's knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages. There are also differences that must be taken into consideration when assessing young children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language. So it is important to assess children in all of the languages he or she understands and uses. The DRDP (2015) addresses cultural and linguistic responsiveness in two primary ways:

1. Teachers and service providers observe and document children's behavior in both the home language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains.

2. Teachers and service providers rate children's progress on two language development domains. The Language and Literacy Development (LLD) domain assesses all children's progress in developing foundational language and literacy skills where ratings should be based on skills in all languages. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

Universal Design and the DRDP (2015)

In the context of assessment, "Universal Design" refers to the development of assessments that are appropriate for all children to the greatest extent possible. Universal Design allows children the opportunity to demonstrate their knowledge and skills in a variety of ways. All young children are entitled access to, and meaningful participation in, age-appropriate, individually-appropriate and culturally-appropriate early childhood curricula and assessments. Teachers and service providers support children's access and participation by identifying and providing learning opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities. DRDP (2015) assessors apply universal design when they carefully consider the various ways young children can demonstrate knowledge or skills that reflect mastery of a developmental level.

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Guide to DRDP (2015) Views

Each view of the DRDP (2015) provides for the collection and reporting of valuable information about individual and group child developmental progress through measurement of knowledge, skills, and behaviors. The views vary in the number of measures that each include. When more measures are completed, the reports are more robust and informative for teachers and providers, administrators, and agencies.

DRDP (2015) View	Focus and Intended Users	Reports Provided
Infant/Toddler and Preschool Comprehensive View	The Comprehensive views provide for assessment of children's learning and development in domains related to **all** areas of the Infant/Toddler Learning and Development Foundations or Preschool Learning Foundations, covering the full range of learning and development that early childhood curricula generally cover. • All programs may use the Comprehensive View. • It is required for infants and toddlers with Individualized Family Service Plans (IFSPs). • It may be used for preschool-aged children with Individualized Education Programs (IFSPs). • Programs and providers may use the Comprehensive View to earn points on the Quality Counts California rating matrix.	Individual and group reports on children's developmental progress across all domains related to the Foundations. Meets all requirements for special education reporting.
Preschool Fundamental View	The Fundamental view provides for assessment of preschool children's learning and development in the key domains associated with school readiness. • All programs may use the Preschool Fundamental View. • It may be used for preschool-age children with Individualized Education Programs (IEPs). • Programs and providers may use the Fundamental View to earn points on the Quality Counts California rating matrix.	Individual and group reports on children's developmental progress in domains associated with school readiness. Meets all requirements for special education reporting.
Infant/Toddler and Preschool Essential View	The Essential views provide for assessment of children's learning and development with selected measures in key domains. • Programs and providers may use the Essential View to earn points on the Quality Counts California rating matrix.	Individual and group reports on children's developmental progress in subsets of key domains.

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The Eight Domains of the DRDP (2015)

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

Approaches to Learning–Self-Regulation (ATL-REG)

The ATL-REG domain assesses two related areas that are recognized as important for young children's school readiness and success: Approaches to Learning and Self-Regulation. These areas have been combined into one domain because of the strong connections between them. The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

Social and Emotional Development (SED)

The SED domain assesses children's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

Language and Literacy Development (LLD)

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. Language and literacy skills in a child's first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. LLD measures should be completed for all infants, toddlers, and preschool-age children, including those who are dual language learners.

English-Language Development (ELD)

The ELD domain assesses the progress of children who are dual language learners in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child's experiences with English, not the child's age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home/first language, and individual differences such as age of exposure to English or the structure of the child's home/first language. The ELD measures should be completed only for preschool-age children whose home language is other than English.

Cognition, Including Math and Science (COG)

The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. The knowledge or skill areas in this domain include spatial relationships, cause and effect, classification, number sense of quantity, number sense of math operations, measurement, patterning, shapes, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

Physical Development–Health (PD-HLTH)

The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. The knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, active physical play, nutrition, safety, and personal care routines (hygiene, feeding, dressing).

History-Social Science (HSS)

The HSS domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

Visual and Performing Arts (VPA)

The VPA domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.

About the Measures of the DRDP (2015)

The levels for each DRDP (2015) measure describe a developmental continuum, ranging from earlier developing to later developing competencies. The DRDP (2015) includes three types of continua:

- **Full Continuum Measures:** describe development from early infancy to early kindergarten. These measures should be used with all infants, toddlers, and preschool-age children.
- **Earlier Development Measures:** describe development that typically occurs from early infancy through early preschool ages and may be used with preschool-age children under specific conditions (identified as Conditional measures).
- **Later Development Measures:** describe development that typically occurs from early preschool ages to early kindergarten. These measures should be used with all preschool-age children.

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Conditional Measures for Preschool-Age Children

Some measures in the *DRDP Preschool Views* are considered conditional measures that are only assessed when certain conditions are met. These measures should be used if they assist teachers and service providers in planning a child's learning activities and supports, and documenting progress.

Conditional measures are used in three instances:

- If a preschool child has not developmentally moved beyond the last level of the four earlier-development measures.
- If a language other than English is spoken in the child's home.
- If the child is still working on the health measures (required for all children with IEPs).

Please note that the Earlier Development Measures, and the Physical Development and Health measures are required for children with IEPs.

Earlier Development Measures	Conditions Under Which to Assess
ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships	• Required for all preschool-age children with IEPs • Recommended for a preschool-age child whose development is not beyond the latest developmental level • If useful, select any or all of these four measures to assess • In the Essential view for preschool-age children, measures are not included.

English-Language Development Measures	Conditions Under Which to Assess
ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Response to English Literacy Activities ELD 4: Symbol, Letter, and Print Knowledge in English	• Used if a language other than English is spoken in the child's home as indicated on the Information Page • Used only with preschool-age children • Not used with children who are deaf or hard of hearing and not learning spoken language • If rated, complete all of the measures in the ELD domain*

Physical Development and Health Measures	Conditions Under Which to Assess
PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routines: Hygiene PD-HLTH 7: Personal Care Routines: Feeding PD-HLTH 8: Personal Care Routines: Dressing PD-HLTH 10: Nutrition	• In the Comprehensive view for preschool-age children, PD-HLTH 7 and 8 are conditional • In the Fundamental view for preschool-age children, PD-HLTH 5–8 and PD-HLTH 10 are conditional. • In the Essential view for preschool-age children, measures are not included • Required for all preschool-age children with IEPs • Recommended for preschool children when this information would be useful for documenting progress or planning this child's learning activities and supports

**Guidance for rating ELD measures for children who are dual language learners is provided in the section, "Young Dual Language Learners and the DRDP (2015)" on page Intro-2.*

The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

Responding (Earlier, Later)

Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

Exploring (Earlier, Middle, Later)

Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

Building (Earlier, Middle, Later)

Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

Integrating (Earlier)

Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Note that the developmental levels for the ELD domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.

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Definitions of Terms in the Navigation Maps

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

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

- **Full Continuum Measure:** Describes development from early infancy to early kindergarten.
- **Early Development Measure:** Describes development that typically occurs in infant/toddler and early preschool years.
- **Later Development Measure:** Describes development that typically occurs in the preschool years and early kindergarten.

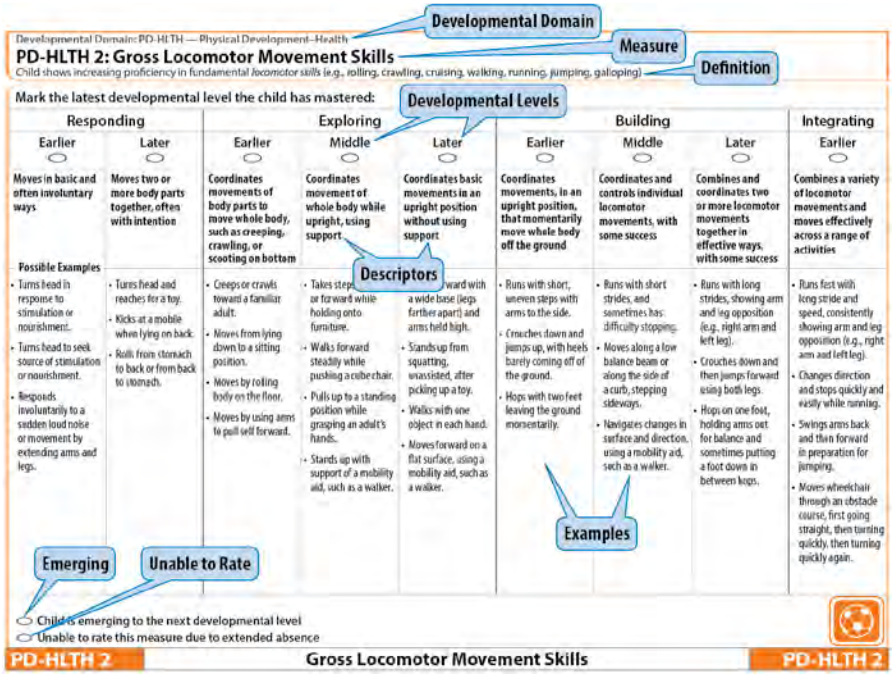
Definition: Specifies the aspects of development to be observed.

Developmental Level: A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

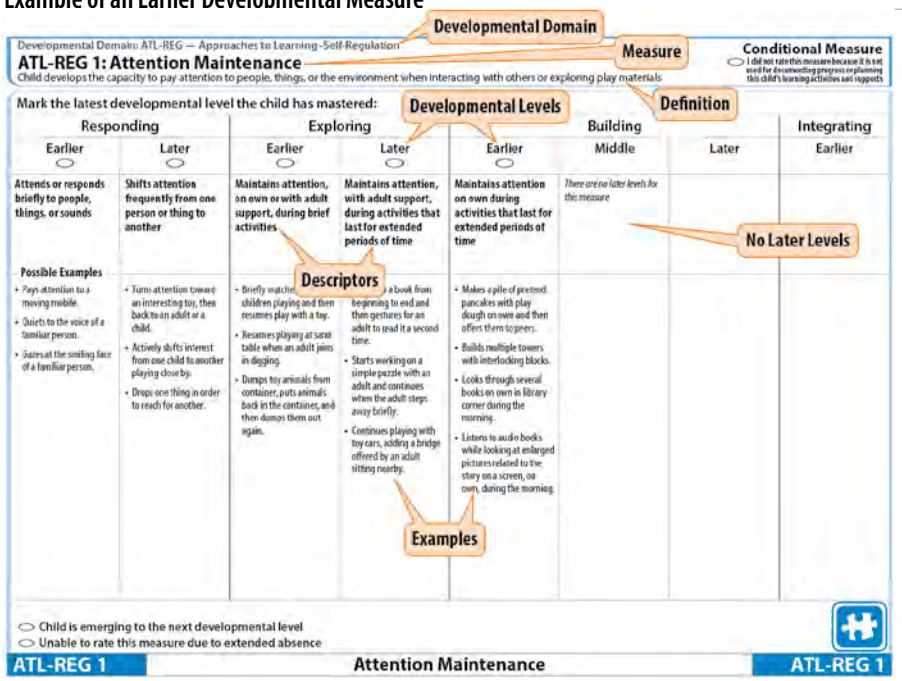
Descriptor: Defines the behaviors that would be observed for a child at that developmental level.

Example: Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP are not the only way a child can demonstrate mastery of a developmental level.

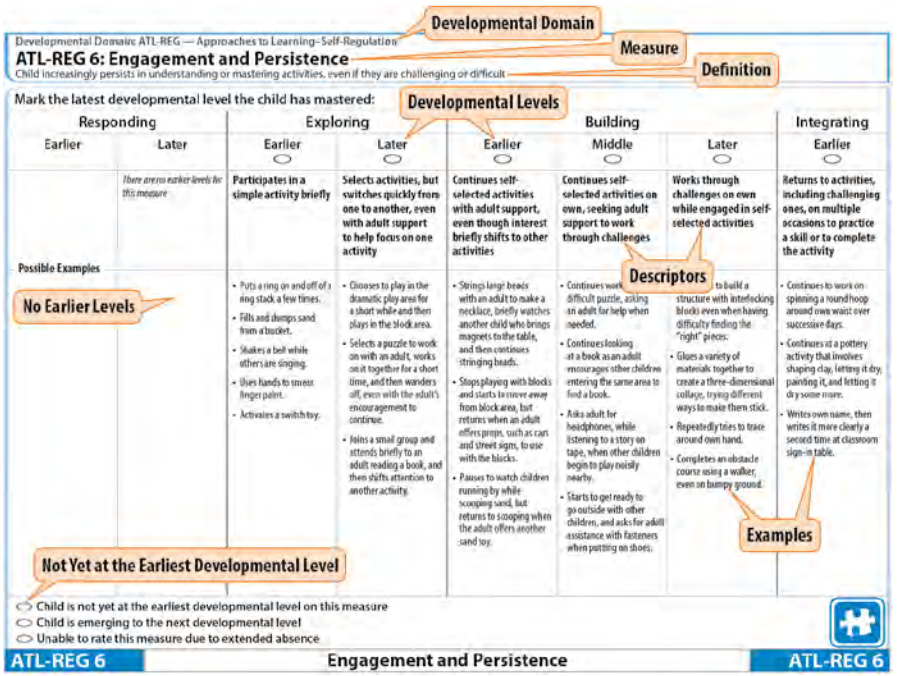
Example of a Full Continuum Measure



Example of an Earlier Developmental Measure



Example of a Later Developmental Measure



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The 3 Steps to Completing the DRDP (2015)

Step 1: Observation and Documentation

The DRDP (2015) focuses on the child's behavior, knowledge, and skills. To capture a child's behavior, the DRDP (2015) incorporates observation in natural settings.

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including spoken in the child's home language, signed, and through other communication modes (e.g., via a communication device). The teacher's and service provider's direct observations of a child are the primary method used to inform ratings and they should also use other sources of evidence to capture a more complete picture of a child's knowledge and skills. Other sources of evidence include the following:

- **Observations by others** – including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations
- **Other documentation** – including samples of children's work, photographs, and video/audio recordings of children's communication and behavior

Observations should occur over time, in typical settings:

- In the child's typical program or settings such as child care, classrooms, or home;
- As the child interacts in familiar environments and routines with people he or she knows; and
- As the child engages in typical activities and routines.

The Important Role of Families in the Documentation Process

Family members have repeated opportunities to observe their child's activities and interactions over time and in a variety of situations. Their perspectives, combined with teachers' and service providers' observations, provide a more complete and reliable picture of a child's typical behaviors. Inviting family members to share observations of their child's development and behavior is a recommended practice for the DRDP (2015). The opportunity to observe a child's level of mastery is greatest when the child is interacting with a familiar adult. Because of this, it is helpful to observe a child interacting with family members. This is especially true for children who are new to a program or at the earliest levels (Responding Earlier and Responding Later). These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains since social interaction and communication skills are learned through repeated interactions with familiar adults.

Observation and Documentation for Young Dual Language Learners

Young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. They may also code-switch, which is using more than one language within a conversation. Therefore, communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains. The adult who is conducting observations and collecting documentation should speak the child's home language. If not, the adult must receive assistance from another adult, who *does* speak the child's home language. This may be an assistant teacher, director, parent, or other adult who knows the child.

Dual Language Learners' Use of Code Switching

- Code switching is the use of multiple languages within a single conversation. It is a typical feature of learning two or more languages.
- As early as three years of age, children code switch to playfully experiment with the two languages and to serve their own social and communication goals. For example, children may code switch to emphasize or elaborate a point.
- Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.
- When children mix their two languages they use the grammatical rules of each language. For example, "I want leche" ["I want milk"] is an example of inserting a Spanish noun into a grammatically correct English sentence.

Using Adaptations

Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs or IEPs to demonstrate their knowledge and skills in typical environments. Seven broad categories of adaptations have been identified for children with IFSPs and IEPs for the DRDP (2015).

- The adaptations listed in the table below have been developed so that the assessment will more accurately measure a child's abilities rather than the impact of a child's disability (a more detailed description of the adaptations appears in Appendix D). Adaptations must be in place for the child during the normal course of the day, and they should also be in place during observations for the DRDP (2015). Everyone working with the child should be informed of any adaptations the child uses.
- New adaptations must not be introduced solely for the purpose of conducting the DRDP (2015) assessment.
- Consideration of adaptations should be made on a regular basis from early infancy and as the child develops and grows.

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Seven Categories of Adaptations

Augmentative or Alternative Communication System

Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others.

Alternative Mode for Written Language

Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols.

Visual Support

Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

Assistive Equipment or Device

Tools that make it possible or easier for a child to perform a task.

Functional Positioning

Strategic positioning and postural support that allow a child to have increased control of his body.

Sensory Support

Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

Alternative Response Mode

Recognition that a child might demonstrate mastery of a skill in a unique way that differs from the child's typically developing peers.

➡ Step 2: Rating the Measures

Determining the Child's Latest Level of Mastery

For each of the measures, determine the latest developmental level the child has mastered, and mark it appropriately.

The Descriptors and Examples

Consider the descriptors first, and then the examples, to determine which developmental level is most consistent with your observations and other documentation of the child's typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child demonstrates most consistently.

What is Mastery?

A developmental level is mastered if the child demonstrates the knowledge, skills, and behaviors defined at that level:

- ➡ Consistently over time
- ➡ In different situations or settings

Important notes about mastery:

- Children may demonstrate mastery of knowledge and skills through a variety of communication modes, languages, and behaviors.
- Many of the behaviors that you observe in determining a child's mastery level may not appear on the list of examples, although they are consistent with the descriptor.

Descriptors:

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

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

If the descriptor includes "or":

The child only needs to demonstrate the behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

- For example, the descriptor for Exploring Later in LLD 5: Interest in Literacy is:

  Looks at books on own briefly ***or*** *Chooses to join reading, singing, or rhyming activities led by an adult*

If the child EITHER looks at books on own briefly OR chooses to join reading, singing, or rhyming activities led by an adult, mastery can be rated at this level.

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If a descriptor includes "and":

All parts of the descriptor are required for mastery and need to be observed together.

- For example, the descriptor for Building Earlier in ATL-REG 2: Self-Comforting is:

  Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways.

The child needs to demonstrate both anticipating a need for comfort and preparing self during the same observation.

If a descriptor includes a semi-colon (;) followed by "and":

The child must demonstrate all the behaviors listed to rate the level as mastered, but not necessarily during the same observation within a DRDP rating period.

- For example, the descriptor for Exploring Later in SED 3: Relationships and Social Interactions with Familiar Adults is:

  *Initiates activities with familiar adults**; and** Seeks out assistance or support from familiar adults.*

To be rated as mastered at this level, the child must BOTH initiate activities with familiar adults AND seek out assistance or support from familiar adults. The assessor does not have to observe both behaviors during the same observation within a DRDP rating period.

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

Examples:

Keep in mind these important points about examples:

- The examples are *not* a checklist of what the child must demonstrate to be rated at mastery of the knowledge, skills, or behaviors that reflect a developmental level.
- An example is *one of many possible ways* a child might demonstrate mastery of a developmental level. Teachers and service providers will identify other examples as they conduct their observations.
- Mastery is determined over time and across situations or settings.
- A child may not demonstrate any of the specific examples provided for a developmental level, but may demonstrate mastery in other ways that are consistent with the intent of the descriptor.
- Children demonstrate mastery in diverse and sometimes unique ways.
- Examples have not been written to include all areas of disability. Universal design is intended to support the inclusion of children with disabilities on the DRDP (2015). However, it is important to review the adaptations as well as understand the construct being measured when assessing children with disabilities.

Additional Rating Options

Emerging to the Next Developmental Level:

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

To indicate emerging:

- First, mark the developmental level the child has mastered.
- Then, mark "emerging" if the child also demonstrates behaviors described for the next developmental level.

Notes about Emerging:

- You may mark emerging when rating full-continuum measures with infants and toddlers if the child has mastered the last level that can be rated and the child demonstrates some behaviors in the level that follows.
- Do not mark emerging if the child has mastered the latest level on a measure.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

Child is Not Yet at the Earliest Developmental Level on a Later Development Measure:

If, after careful consideration, you determine that a preschool-age child is not yet demonstrating mastery of the earliest level of a later development measure, mark "Child is not yet at the earliest developmental level on this measure."

Unable to Rate due to extended absence:

- This is used only when the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.
- The following are NOT valid reasons to indicate Unable to Rate:
  - Not having enough time or enough information
  - The nature of a child's disability or the severity of a child's disability

The Responding Earlier level is designed to be inclusive of all children. Mark this earliest level unless the child demonstrates skills at a later level. Do not use Unable to Rate because you feel a child does not demonstrate the skills for the earliest level.

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Rating Conditional Measures

If you are using the conditional measures for a preschool-age child, mark them on the Rating Record according to the following guidance:

Earlier Development Measures	How to Mark the DRDP
ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships	• These measures are required for all preschool-age children with IEPs • If the measure is rated, determine the child's latest level of mastery and mark accordingly • If the measure is not rated, mark the box, "Measure not rated: this child's development is beyond the latest developmental level"

English-Language Development Measures	How to Mark the DRDP
ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Response to English Literacy Activities ELD 4: Symbol, Letter, and Print Knowledge in English	• If these measures are rated, determine the child's latest level of mastery and mark accordingly • Check the box on the Information Page about the child's home language • Not required for children who are deaf or hard of hearing who are not learning a spoken language • If these measures are not rated, mark the box, "Measure not rated: English is the only language spoken in this child's home."

Physical Development and Health Measures	How to Mark the DRDP
PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routines: Hygiene PD-HLTH 7: Personal Care Routines: Feeding PD-HLTH 8: Personal Care Routines: Dressing PD-HLTH 10: Nutrition	• These measures are required for preschool-age children with IEPs • In the Comprehensive View, PD-HLTH 7 and 8 are conditional. • In the Fundamental View, PD-HLTH 5–8 and PD-HLTH 10 are conditional. • If these measures are rated, determine the level of mastery and mark accordingly • If these measures are not rated, check the box, "I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports"

➡ Step 3: Finalize the Assessment

To finalize, simply review the assessment to make sure that you have entered a rating for all of the measures and that the Information Page is complete and up-to-date:

- For Early Learning and Care Division (ELCD) programs: enter your ratings into DRDP Online,
- For Special Education Division (SED) programs: enter your ratings into your SELPA's MIS system. Check with your administrator for when and to whom your Rating Records are due.

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DRDP (2015)

Early Education Information Page

An Early Childhood Developmental Continuum

For use with Early Care and Education Programs

1a. Child's first name (Legal): _____

1b. Child's last name (Legal): _____

Date DRDP (2015) was completed (mm/dd/yyyy) _____ / _____ / _____

Assessment period (e.g., Fall 2016) _____

Child Information

2. Statewide Student Identifier (10-digit SSID) _____

3. Agency Identifier _____

(agency identifier and statewide student identifier can be the same)

4. Child's classroom or setting: _____

5. Birth date (mm/dd/yyyy): _____ / _____ / _____

6. Gender ☐ Male ☐ Female ☐ Non-binary

7. Initial date of enrollment in early childhood program (mm/dd/yyyy): _____ / _____ / _____

Date child was withdrawn from the program (mm/dd/yyyy): _____ / _____ / _____

8a. What is this child's ethnicity?

☐ Yes, Hispanic or Latino ☐ No, not Hispanic or Latino

8b. What is this child's race? *Mark one or more races to indicate what this child considers himself/herself to be.*

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

17. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)? ☐ Yes ☐ No ☐ Don't know

Observer Information

9. Agency: _____ **Site:** _____

10. Your name: _____ **Title:** _____

11. Are you the primary teacher working with this child?

☐ **Yes**

☐ **No** (specify your relationship to the child): _____

12. Did another adult assist you with assessing this child?

☐ **Yes** (role/relation): _____

☐ **No**

Child's Language Information

13. Child's home language(s): _____

Is a language other than English spoken in the child's home? ☐ **Yes** ☐ **No**

If yes, the ELD measures must be completed for a preschool-age child

14. What language(s) do you speak with this child? _____

15. Did someone who understands and uses the child's home language assist you with completing the observation?

☐ Yes, role/relation: _____

☐ No ☐ Not applicable *(I understand and use the child's home language)*

16. Child is enrolled in: Check all that apply.

- ☐ State Infant/Toddler Program
- ☐ State Preschool
- ☐ Head Start
- ☐ Early Head Start
- ☐ Child Care Center
- ☐ Other: _____
- ☐ Tribal Head Start
- ☐ Migrant
- ☐ First 5
- ☐ Title 1
- ☐ Family Child Care Home

Child's tuition fees are:

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

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DRDP (2015)

Special Education Information Page

An Early Childhood Developmental Continuum

For use with Early Intervention and Early Childhood Special Education Programs

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

Child Information

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

Child's Language Information

10. **Child's home language(s):**
    - ☐ English
    - ☐ Spanish
    - ☐ Vietnamese
    - ☐ Cantonese
    - ☐ Hmong
    - ☐ Tagalog/Pilipino
    - ☐ Other (specify) _____

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

12. **Is a language other than English spoken in the child's home?** ☐ Yes ☐ No
    If yes, complete the ELD measures for a preschool-age child.
    If the child is Deaf or Hard of Hearing and not learning a spoken language, mark "No" and do not complete the ELD measures.

Child's Ethnicity

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

13b. **What is the race of this child?** *Check up to three.*

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

Special Education Information

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

15. **Adaptations used in the assessment.** *Check all that apply.*
    - ☐ Augmentative or alternative communication system
    - ☐ Alternative mode for written language
    - ☐ Visual support
    - ☐ Assistive equipment or device
    - ☐ Functional positioning
    - ☐ Sensory support
    - ☐ Alternative response mode
    - ☐ None

Program Information

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

Assessment Information

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

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

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Quick Guide to Rating the Measures

1. Review your documentation/evidence.

Review your own observation notes, observations from others (including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. Carefully read the definition and the descriptors, looking for mastery.

Read the descriptors before you read the examples. As you read the descriptors, try to narrow down which one is most consistent with your observations and other documentation of the child's typical behavior. A developmental level is mastered if the child demonstrates the knowledge, behaviors, and skills defined at that level:

- Consistently over time
- In different situations or settings

Important Note: *When reading the descriptors, be sure you understand and pay attention to semicolons and the words "or" and "and."* Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:

- The word "or," the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.
- The word "and," all parts of the descriptor are required for mastery and need to be observed together.
- A semi-colon (;) followed by the word "and," the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.

3. After you read the descriptors, consider the examples.

The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. Based on your careful reading of the descriptors and examples and a review of your documentation, determine the child's level of mastery.

Once you've determined the latest developmental level the child has mastered, mark it appropriately.

5. Indicate if the child is emerging to the next level (when the option to mark emerging is available).

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

Remember, the examples illustrate only some of the many ways a child may demonstrate mastery.

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DRDP (2015)

I/T Comprehensive View
Rating Record

An Early Childhood Developmental Continuum

For Use with Infants and Toddlers in Early Care and Education Programs and Special Education Programs

Child's Name (First and Last): _____

Agency ID or SSID: _____

Assessment Period (e.g., Fall 2016): _____

Date DRDP (2015) was completed (e.g., 09/07/2014) _____ / _____ / _____
month day year

The Rating Record is to be used with the DRDP (2015) Instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	EM	UR
ATL-REG 1	**Attention Maintenance**	○	○	○		○	○				☐	☐
ATL-REG 2	**Self-Comforting**	○	○	○		○	○				☐	☐
ATL-REG 3	**Imitation**	○	○	○		○	○				☐	☐
ATL-REG 4	**Curiosity and Initiative in Learning**	○	○	○		○	○				☐	☐
ATL-REG 5	**Self-Control of Feelings and Behavior**	○	○	○		○	○				☐	☐
SED 1	**Identity of Self in Relation to Others**	○	○	○		○	○				☐	☐
SED 2	**Social and Emotional Understanding**	○	○	○		○	○				☐	☐
SED 3	**Relationships and Social Interactions with Familiar Adults**	○	○	○		○	○				☐	☐
SED 4	**Relationships and Social Interactions with Peers**	○	○	○		○	○				☐	☐
SED 5	**Symbolic and Sociodramatic Play**	○	○	○		○	○				☐	☐
LLD 1	**Understanding of Language (Receptive)**	○	○	○	○	○	○				☐	☐
LLD 2	**Responsiveness to Language**	○	○	○		○	○				☐	☐
LLD 3	**Communication and Use of Language (Expressive)**	○	○	○	○	○	○				☐	☐
LLD 4	**Reciprocal Communication and Conversation**	○	○	○	○	○	○				☐	☐
LLD 5	**Interest in Literacy**	○	○	○		○	○				☐	☐
COG 1	**Spatial Relationships**	○	○	○		○	○				☐	☐
COG 2	**Classification**	○	○	○		○	○				☐	☐
COG 3	**Number Sense of Quantity**	○	○	○		○	○				☐	☐
	Note: COG 4 - COG 7 are only for use for preschool age children											
COG 8	**Cause and Effect**	○	○	○		○	○				☐	☐
COG 9	**Inquiry Through Observation and Investigation**	○	○	○		○	○				☐	☐
COG 11	**Knowledge of the Natural World**	○	○	○		○	○				☐	☐
PD-HLTH 1	**Perceptual-Motor Skills and Movement Concepts**	○	○	○		○	○				☐	☐
PD-HLTH 2	**Gross Locomotor Movement Skills**	○	○	○	○	○	○				☐	☐
PD-HLTH 3	**Gross Motor Manipulative Skills**	○	○	○	○	○	○				☐	☐
PD-HLTH 4	**Fine Motor Manipulative Skills**	○	○	○	○	○	○				☐	☐
PD-HLTH 5	**Safety**	○	○	○		○	○				☐	☐
PD-HLTH 6	**Personal Care Routines: Hygiene**	○	○	○		○	○				☐	☐
PD-HLTH 7	**Personal Care Routines: Feeding**	○	○	○		○	○				☐	☐
PD-HLTH 8	**Personal Care Routines: Dressing**	○	○	○		○	○				☐	☐

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DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

Summary of Measures

In Infant/Toddler Comprehensive View

Domain Name: **Approaches to Learning–Self-Regulation**
Domain Abbreviation: **ATL-REG**

Number within Domain	Measure Name	Comprehensive	Essential
1	**Attention Maintenance**	Required	Required
2	**Self-Comforting**	Required	Required
3	**Imitation**	Required	Not required
4	**Curiosity and Initiative in Learning**	Required	Required
5	**Self-Control of Feelings and Behavior**	Required	Required

Domain Name: **Social and Emotional Development**
Domain Abbreviation: **SED**

Number within Domain	Measure Name	Comprehensive	Essential
1	**Identity of Self in Relation to Others**	Required	Required
2	**Social and Emotional Understanding**	Required	Required
3	**Relationships and Social Interactions with Familiar Adults**	Required	Required
4	**Relationships and Social Interactions with Peers**	Required	Required
5	**Symbolic and Sociodramatic Play**	Required	Not required

Domain Name: **Language and Literacy Development**
Domain Abbreviation: **LLD**

Number within Domain	Measure Name	Comprehensive	Essential
1	**Understanding of Language (Receptive)**	Required	Required
2	**Responsiveness to Language**	Required	Required
3	**Communication and Use of Language (Expressive)**	Required	Required
4	**Reciprocal Communication and Conversation**	Required	Required
5	**Interest in Literacy**	Required	Required

Domain Name: **Cognition, Including Math and Science**
Domain Abbreviation: **COG**

Number within Domain	Measure Name	Comprehensive	Essential
1	**Spatial Relationships**	Required	Required
2	**Classification**	Required	Required
3	**Number Sense of Quantity**	Required	Required
8	**Cause and Effect**	Required	Required
9	**Inquiry Through Observation and Investigation**	Required	Not required
11	**Knowledge of the Natural World**	Required	Not required

Note: COG 4 – COG 7 and COG 10 are only for use for preschool-age children

Domain Name: **Physical Development–Health**
Domain Abbreviation: **PD-HLTH**

Number within Domain	Measure Name	Comprehensive	Essential
1	**Perceptual-Motor Skills and Movement Concepts**	Required	Required
2	**Gross Locomotor Movement Skills**	Required	Required
3	**Gross Motor Manipulative Skills**	Required	Required
4	**Fine Motor Manipulative Skills**	Required	Required
5	**Safety**	Required	Not required
6	**Personal Care Routines: Hygiene**	Required	Not required
7	**Personal Care Routines: Feeding**	Required	Not required
8	**Personal Care Routines: Dressing**	Required	Not required

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DRDP (2015)

An Early Childhood Developmental Continuum

Measures at-a-Glance

Infant/Toddler Comprehensive View

Domain Name: Approaches to Learning–Self-Regulation • Domain Abbreviation: ATL-REG

Number	Measure Name	Page Number
1	Attention Maintenance	1
2	Self-Comforting	2
3	Imitation	3
4	Curiosity and Initiative in Learning	4
5	Self-Control of Feelings and Behavior	5

Domain Name: Social and Emotional Development • Domain Abbreviation: SED

Number	Measure Name	Page Number
1	Identity of Self in Relation to Others	6
2	Social and Emotional Understanding	7
3	Relationships and Social Interactions with Familiar Adults	8
4	Relationships and Social Interactions with Peers	9
5	Symbolic and Sociodramatic Play	10

Domain Name: Language and Literacy Development • Domain Abbreviation: LLD

Number	Measure Name	Page Number
1	Understanding of Language (Receptive)	11
2	Responsiveness to Language	12
3	Communication and Use of Language (Expressive)	13
4	Reciprocal Communication and Conversation	14
5	Interest in Literacy	15

Domain Name: Cognition, Including Math and Science • Domain Abbreviation: COG

Number	Measure Name	Page Number
1	Spatial Relationships	16
2	Classification	17
3	Number Sense of Quantity	18
8	Cause and Effect	19
9	Inquiry Through Observation and Investigation	20
11	Knowledge of the Natural World	21

Note: COG 4 – COG 7 are only for use for preschool-age children

Domain Name: Physical Development–Health • Domain Abbreviation: PD-HLTH

Number	Measure Name	Page Number
1	Perceptual-Motor Skills and Movement Concepts	22
2	Gross Locomotor Movement Skills	23
3	Gross Motor Manipulative Skills	24
4	Fine Motor Manipulative Skills	25
5	Safety	26
6	Personal Care Routines: Hygiene	27
7	Personal Care Routines: Feeding	28
8	Personal Care Routines: Dressing	29

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ATL-REG 1: Attention Maintenance

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

Mark the latest developmental level the child has mastered:

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

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

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ATL-REG 2: Self-Comforting

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

Mark the latest developmental level the child has mastered:

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

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

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ATL-REG 3: Imitation

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

Mark the latest developmental level the child has mastered:

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

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

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ATL-REG 4: Curiosity and Initiative in Learning

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Responds to people, things, or sounds	**Notices new or unexpected characteristics or actions of people or things**	**Explores people or things in the immediate environment**	**Explores new ways to use familiar things, including simple trial and error**	**Explores through simple observations, or manipulations, or asking simple questions**	**Explores by engaging in specific observations, manipulations, or by asking specific questions**	**Carries out simple investigations using familiar strategies, tools, or sources of information**	**Carries out multi-step investigations, using a variety of strategies, tools, or sources of information**
Possible Examples • Orients toward a noise. • Turns head toward a person who comes into view or begins talking. • Looks at a mobile.	**Possible Examples** • Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise. • Smiles when an adult begins singing a song. • Moves arms or legs when a mobile begins moving overhead.	**Possible Examples** • Bangs a drum with hands repeatedly. • Touches hair of another child. • Pats, pulls on, or turns pages of a board book. • Watches intently as an adult prepares snack.	**Possible Examples** • Paints on paper and on arm when given a paintbrush and paint. • Molds sand using a cup. • Tries using utensils to work with play dough.	**Possible Examples** • Moves around a fish bowl to continue watching a fish as it swims around objects. • Drops a marble in a maze and follows its path as it rolls to the bottom. • Asks, "What's that doing?" when seeing or hearing a bulldozer across the street while on a neighborhood walk.	**Possible Examples** • Puts a dry sponge in water and then squeezes it to see what happens. • Observes a snail and asks, "Why do snails have shells?" • Compares color or shape of leaves gathered on a nature walk.	**Possible Examples** • Uses a magnetic wand to figure out which objects on a table it will lift up. • Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs. • Places a variety of objects in water to see which will float and which will sink. • Uses a communication device to learn about the new pet guinea pig.	**Possible Examples** • Examines images from informational books or a computer to learn about the habitats of different animals. • Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall. • Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.

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

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

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Calms when comforted by an adult	**Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult**	**Calms self when a familiar adult initiates contact, moves close, or offers a special thing**	**Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations**	**Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support**	**Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed**	**Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors**	**Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors**
Possible Examples • Lessens or stops crying when picked up by an adult. • Relaxes in an adult's arms when being held. • Quiets to the voice of a familiar adult.	**Possible Examples** • Reaches toward a familiar adult to be comforted and nestles into the adult when held. • Vocalizes to a familiar adult and calms when the adult reaches over to pat child's stomach. • Looks toward a familiar adult when startled, and relaxes when picked up.	**Possible Examples** • Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look. • Stops crying after an adult offers a toy similar to the toy another child took. • Calms when an adult moves to sit closer on the floor.	**Possible Examples** • Lets go of another child's toy and accepts a different toy after a familiar adult communicates, "She's playing with the blue truck. You can use the red one." • Gets a towel when an adult suggests that they work together to clean up a spill that the child is upset about. • Accepts an adult's invitation to move closer, after noticing child's worried look when an unfamiliar adult enters the room.	**Possible Examples** • Waits to ride a favorite tricycle without trying to take it from another child. • Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, "Do you want to make it again?" • Frowns, but goes to play with something else, when an adult communicates that it is not yet time to go outside.	**Possible Examples** • Insists that another child return a favorite doll, but when refused, asks a familiar adult for help. • Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking. • Communicates, "Tôi muốn ngồi ở đây," ["I want to sit here," in Vietnamese], when upset that there are no empty chairs near a friend.	**Possible Examples** • Offers a toy in exchange when another child has a desired toy. • Asks another child who is painting at an easel, "When is it my turn? I've been waiting." • Leaves the block area after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children in play.	**Possible Examples** • Communicates, "I want a turn. Can I use the scooter after you go around two times?" after watching another child ride for a while. • Communicates, "Don't push!" to another child trying to fit at the water table, and then says, "Here's a place," and moves over. • Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story. • Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.

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

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SED 1: Identity of Self in Relation to Others

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Responds in basic ways to others	**Uses senses to explore self and others**	**Recognizes self and familiar people**	**Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)**	**Expresses simple ideas about self and connection to others**	**Describes self on others based on physical characteristics**	**Describes own preferences or feelings;** ***and*** **Describes the feelings or desires of family members, friends, or other familiar people**	**Compares own preferences or feelings to those of others**
Possible Examples • Attends to a familiar adult during feeding. • Quiets when hears a familiar adult. • Grasps an adult's finger when palm of child's hand is touched.	**Possible Examples** • Examines own hand or foot by looking at it or mouthing it. • Touches others' hair when it is within reach. • Plays with sound by repeating grunts and squeals.	**Possible Examples** • Orients toward a familiar adult when own name is spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	**Possible Examples** • Communicates, "Me llamo Luis," ["My name is Luis," in Spanish]. • Communicates names of immediate family members in a photo. • Looks to new baby sister and communicates her name.	**Possible Examples** • Acts out roles from own family in pretend play. • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	**Possible Examples** • Communicates, using communication board, "His hair is red!" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	**Possible Examples** • Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	**Possible Examples** • Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "我喜 歡游泳, 但是我姐 姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

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SED 2: Social and Emotional Understanding

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to faces, voices, or actions of other people	**Shows awareness of what to expect from familiar people by responding to or anticipating their actions**	**Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations**	**Adjusts behavior in response to emotional expressions of people who are less familiar**	**Identifies own or others' feelings**	NOT APPLICABLE **Communicates, with adult assistance, about feelings that caused own behavior or others' behavior**	NOT APPLICABLE **Communicates ideas about why one has a feeling or what will happen as a result of a feeling**	NOT APPLICABLE **Communicates ideas about how own or another's personality affects how one thinks, feels, and acts**
Possible Examples • Looks at faces. • Turns head toward an adult during feeding. • Grasps an adult's finger when palm of child's hand is touched.	**Possible Examples** • Smiles when an adult continues after pausing during a game of pattycake. • Looks toward the location of where an adult's face will reappear during a game of peek-a-boo. • Kicks legs in excitement or adjusts body when a familiar adult leans forward to pick child up.	**Possible Examples** • Pays attention to a familiar adult's facial expressions when an unfamiliar person enters the room. • Stops playing, looks up, and then smiles when hearing a familiar adult's laugh. • Starts to climb on a table, but pauses in response to an adult's cautionary look and warning.	**Possible Examples** • Moves or looks toward a familiar adult when a less familiar adult enters the room. • Pauses after reaching toward a peer's toy, to check on a less familiar adult's response. • Stops in response to a warning from another child's parent about getting too close to the swing.	**Possible Examples** • Communicates, "También me gusta pintar, me hace feliz," ["I like to paint, too; it makes me happy," in Spanish] after noticing a child at an easel. • Communicates that a crying child is sad. • Communicates, "She wants the big truck." • Points to "angry" picture on emotion chart while looking at a peer.	**Possible Examples** • Responds that a friend is sad, when an adult asks, "Why did your friend get his blanket?" • Communicates that the turtle was scared, when an adult asks, "Why did the turtle go into its shell?" • Communicates, "Cô bé nhớ mẹ của mình," ["She misses her mommy," in Vietnamese] when an adult asks, "What happened?"	**Possible Examples** • Communicates, "Magagalit siya kapag bumagsak na naman ang kanyang tulay," ["He'll be mad if his bridge is knocked down again," in Tagalog]. • Uses a communication device to express, "I feel sleepy when it gets dark." • Communicates, "I'm bored. I'm going to play with the blocks now."	**Possible Examples** • Communicates to a peer, "You're silly," when the peer starts giggling and other children join in. • Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches. • Communicates that another child plays with everyone because he is so friendly.

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

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SED 3: Relationships and Social Interactions with Familiar Adults

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Responds to faces, voices, or actions of familiar people	**Shows a preference for familiar adults and tries to interact with them**	**Interacts in simple ways with familiar adults and tries to maintain the interactions**	**Initiates activities with familiar adults;** ***and*** **Seeks out assistance or support from familiar adults**	**Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)**	**Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child**	**Takes initiative in creating cooperative activities with a familiar adult**	**Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems**
Possible Examples • Widens eyes or brightens face at the face of a familiar adult. • Orients toward a familiar adult's voice. • Quiets when picked up by a familiar adult.	**Possible Examples** • Reaches for a familiar adult when being held by another adult. • Vocalizes at a familiar adult to gain the adult's attention. • Laughs in anticipation before a familiar adult nuzzles child's neck.	**Possible Examples** • Places toy on a familiar adult's lap, goes to get another toy, and then places that toy on the adult's lap. • Puts hands near head to continue a game of peek-a-boo when a familiar adult pauses. • Repeatedly hands little cars to a familiar adult to continue a joint activity.	**Possible Examples** • Grasps a familiar adult's hand to gain attention, and then gestures to begin a finger-play game. • Communicates interest in looking at a book with a familiar adult. • Brings a blanket to a familiar adult and then climbs into the adult's lap when upset. • Gestures to a familiar adult for assistance about how to remove a tight lid from a canister.	**Possible Examples** • Communicates to a familiar adult, "Want some tea?" during a pretend tea party. • Completes a simple puzzle with a familiar adult, taking turns to fit pieces. • Shares rocks collected while playing outside with a familiar adult. • Uses an electronic tablet to play a game with a familiar adult.	**Possible Examples** • Asks a teacher why another child is not going outside with the group. • Communicates to an adult, "What's the bee doing?" while watching a bee fly from flower to flower or sharing a book together about bees. • Asks a familiar adult for a suggestion about how to build the tower to keep it from falling down.	**Possible Examples** • Offers to place napkins and cups on the table when a familiar adult is preparing a snack. • Brings a board game to a familiar adult and communicates an interest in playing together. • Gives pretend food to a familiar adult and communicates, "I made some hamburgers for you. You tell me what you want to drink."	**Possible Examples** • Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways. • Plans a gardening activity with a familiar adult, communicating by signing the materials needed. • Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult. • Works with a familiar adult and a group of children to make a piñata over two days, offering alternatives for its shape and construction and what will go inside.

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

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SED 4: Relationships and Social Interactions with Peers

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Shows awareness of other people, including children	**Shows interest in other children**	**Plays alongside other children, rarely interacting with them**	**Interacts in simple ways with familiar peers as they play side by side**	**Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays**	**Participates in extended episodes of cooperative play (including pretend play) with one or two friends**	**Initiates sustained episodes of cooperative play (including pretend play), particularly with friends**	**Organizes or participates in planning cooperative play activities with several peers, particularly with friends**
Possible Examples • Cries when hearing the sound of another child crying. • Orients toward other children. • Notices another child nearby.	**Possible Examples** • Moves excitedly when another child comes near. • Reaches toward another child to gain attention. • Smiles at another child.	**Possible Examples** • Selects a truck when other children nearby are playing with trucks. • Explores a toy alongside another child who is also exploring. • Reaches for a toy in the water alongside other children at the water table.	**Possible Examples** • Hands a bucket to a familiar peer sitting next to child in the sandbox. • Offers a block to a peer building a tower next to child. • Splashes excitedly with a peer at the water table, continuing back and forth.	**Possible Examples** • Takes a few turns trying on hats with a peer in the dramatic play area. • Plays chase briefly outside with two peers, and then goes to play alone in sandbox. • Plays cars with a peer for a short while.	**Possible Examples** • Builds a train track with two friends, taking turns connecting the track pieces. • Laughs and makes funny noises or faces with a friend while singing a song together. • Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.	**Possible Examples** • Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow. • Invites friends to continue playing family from the day before. • Offers a new object for a fort that child has built with peers over several days. • Plays restaurant with friends, showing them the signs for food to be ordered.	**Possible Examples** • Plans how to build a boat with several peers, choosing materials and negotiating tasks. • Plays superheroes with peers, planning different characters and scenarios. • Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

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SED 5: Symbolic and Sociodramatic Play

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Responds to people or objects in basic ways	**Explores people and objects in a variety of ways**	**Uses or combines objects in functional or meaningful ways**	**Pretends that an object represents another object or serves a different purpose**	**Engages in pretend-play sequences**	**Engages in pretend play with others around a shared idea**	**Engages in roles in pretend-play sequences with others**	**Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea**
Possible Examples • Cries in response to a loud voice. • Looks toward a lamp when it is turned on. • Moves arm in response to a touch.	**Possible Examples** • Reaches toward an adult's glasses. • Grabs a toy, shakes it, and then shakes it again. • Picks up a toy and mouths it. • Gazes intently at an adult's changing facial expressions.	**Possible Examples** • Rocks a doll in arms. • Uses a brush on a doll's hair. • Pushes a toy car along the floor. • Places objects from around the room in a toy shopping cart.	**Possible Examples** • Uses a stacking ring as a bagel. • Holds a rectangular block to ear and talks into it as if it is a phone. • Pretends that puzzle pieces are cookies.	**Possible Examples** • Pretends to be a doctor and takes care of a stuffed bear that is "sick." • Makes a pretend cake in the sandbox and offers a "taste" to an adult. • Makes a "pizza" out of play dough and puts it in the play oven. • Sits in a box, pretending it is a boat.	**Possible Examples** • Sits in a box with a peer, holding a "steering wheel," and communicates, "My turn to drive the bus." • Pours "coffee" for friends while seated together at a table in the dramatic play area. • Pretends to put out fires on the playground with others, using pretend hoses and wearing firefighter hats.	**Possible Examples** • Pumps arm while saying, "Whoo-whoo," and then collects "tickets" from seated "passengers." • Plays store, "scanning" items, placing them in bags, and collecting "money" from peers. • Uses a hose to "pump gas" as other children wait in line with their tricycles.	**Possible Examples** • Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play. • Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go. • Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children.

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LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to voices, sounds, gestures, or facial expressions in basic ways	**Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)**	**Recognizes a few frequently used words or gestures in familiar situations**	**Shows understanding of a variety of single words**	**Shows understanding of frequently used simple phrases or sentences**	**Shows understanding of a wide variety of phrases or sentences**	**NOT APPLICABLE** **Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities**	**NOT APPLICABLE** **Shows understanding of language that refers to abstract concepts, including imaginary events**	**NOT APPLICABLE** **Shows understanding of a series of complex statements that explain how or why things happen**
Possible Examples • Turns head toward, or looks in the direction of, the voice of an adult. • Makes eye contact with a familiar adult. • Quiets or orients in the direction of a sound, touch, or gesture.	**Possible Examples** • Smiles or gurgles in response to a familiar adult's voice or simple gestures. • Makes a sound similar to "Mmmmm" during a social interaction with a familiar adult. • Averts eyes to disengage from a social interaction with an adult.	**Possible Examples** • Waves, "Bye-bye," after an adult communicates, "Good-bye." • Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, "More?" • Orients toward a familiar person or thing when it is named.	**Possible Examples** • Indicates a bell in a storybook when adult asks about a bell. • Looks to the wagon after an adult refers to the wagon • Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.	**Possible Examples** • Gets jacket after an adult communicates, "Get your jacket. It's time to go outside." • Moves to the sink after an adult communicates, "Time to wash hands." • Passes the milk at lunch time after an adult communicates, "Please pass the milk."	**Possible Examples** • Offers to help after an adult communicates, "Would you like to help me feed the turtle?" • Collects different types of art supplies after an adult explains an art project and where to find the supplies. • Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?"	**Possible Examples** • Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!" • Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room. • Points to the picture of an eagle and its nest while sharing a book about animals building their homes.	**Possible Examples** • Communicates, "I'm a princess and I live in a castle," while playing dress-up. • Pretends to be a character in a story after a read-aloud of the story. • Draws a picture of a cocoon after sharing a book about the life cycle of a butterfly.	**Possible Examples** • Explains how to plant seeds to a peer after an adult reads a book about planting seeds. • Draws a picture about the changing seasons, after an adult talks about why the weather has changed. • Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.

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LLD 2: Responsiveness to Language

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Responds to voices, sounds, gestures, or facial expressions in basic ways	**Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)**	**Responds to a few frequently used words or gestures in familiar situations**	**Responds to simple comments that relate to a present situation**	**Responds to one-step requests or questions that involve a familiar activity or routine**	**Carries out a one-step request that relates to a new or an unfamiliar activity or situation**	**Carries out multi-step requests that involve a familiar activity or situation**	**Carries out multi-step requests that involve a new or unfamiliar activity or situation**
Possible Examples • Turns head or looks in direction of voices. • Sustains gaze at an adult's smiling face. • Quiets or orients in the direction of a sound or gesture. • Cries when child hears another child cry.	**Possible Examples** • Smiles in response to a familiar adult's voice or gestures. • Vocalizes in response to a familiar adult's voice. • Moves toward a familiar adult's extended arms. • Turns head and looks away after a familiar adult offers a bottle or food again.	**Possible Examples** • Reaches for a familiar object after it is named. • Communicates, "Bye-bye," in response to a parent waving and saying, "Bye-bye." • Signs, "More," after an adult asks, "More milk?"	**Possible Examples** • Looks up at sky after an adult communicates, "There's an airplane." • Moves toward the sandbox after an adult says, "I see new toys in the sandbox." • Communicates, "Okay," after an adult says, "Your friend wants to play, too." • Calms when adult communicates, "Your turn is next."	**Possible Examples** • Picks up sand toys after an adult says, "Please pick up the sand toys." • Brings a watering can to the garden after a peer asks, "Want to water?" • Brings shoes after an adult requests, "Bring me your shoes. I'll help you put them on." • Uses a communication board to make a choice when an adult says, "Tell me what you would like to do next." • Communicates, "Yo," ["Me," in Spanish], after an adult asks, "Who is the helper for snack?"	**Possible Examples** • Puts compostable cup into compost bin recently added to the room after adult communicates, "Please put your cup in the compost bin." • Follows simple direction to tag another child when learning a new game. • Gets drum after adult communicates, "Let's get ready for the new music teacher."	**Possible Examples** • Puts toy in cubby and goes to rug when adult communicates it is time to put your toy in the cubby and go to the rug for story time. • Follows the steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands. • Follows adult's request to "push your chair in, put your book in the cubby, and wash your hands."	**Possible Examples** • Chooses a book and then carries it to the library counter after an adult says, "Find a book and take it to the library counter." • Gathers different materials from outside, brings them inside, and places them on a table, as suggested by an adult, to create a nature display. • Cares for a new pet for the first time by providing clean water, food, and fresh shavings for a guinea pig, after being told the steps by a peer.

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

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LLD 3: Communication and Use of Language (Expressive)

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Makes sounds spontaneously	**Uses sounds, gestures, or facial expressions to communicate**	**Uses a few "first words," word-like sounds, or gestures to communicate**	**Uses a variety of single words to communicate**	**Uses two words together to communicate**	**Uses short phrases or sentences of more than two words to communicate**	**NOT APPLICABLE** **Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate**	**NOT APPLICABLE** **Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors**	**NOT APPLICABLE** **Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events**
Possible Examples • Cries. • Coos. • Gurgles.	**Possible Examples** • Smiles when a familiar person approaches. • Cries or looks at an adult when hungry. • Vocalizes or babbles while interacting with an adult.	**Possible Examples** • Asks for food when hungry, by using a special word, sound, or gesture for food. • Communicates, "Mama," "Dada," "Baba," or similar word approximations. • Reaches for or gestures for an object.	**Possible Examples** • Names familiar foods, toys, or family members. • Communicates ideas such as "No," "More," or "Up." • Indicates a picture of a ball when asked what the child wants to play with next.	**Possible Examples** • Communicates, "Mommy come," when wanting a parent. • Communicates, "More juice," when thirsty. • Communicates, "我的卡車!" ["My truck!" in Chinese] after another child takes a toy truck.	**Possible Examples** • Communicates, "A mí me toca," ["It's my turn," in Spanish] when an adult brings the pet rabbit for a visit. • Communicates, "I want mommy." • Communicates, "I like dogs," while looking at an animal book.	**Possible Examples** • Communicates, "The rabbit is scared," when the pet rabbit snuggles into an adult's lap. ("Scared" is an adjective.) • Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.) • Communicates, "Malaking malaki ang aso namin," ["Our dog is huge," in Tagalog] after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word.)	**Possible Examples** • Communicates to a peer, during play, "Yesterday we made vegetable soup." ("We" is a pronoun; "made" is past tense.) • Communicates, "His birthday is tomorrow. He will be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.) • Communicates in sign language that the cat's feet are wet. ("Cat's" is possessive; "feet" is plural.) • Communicates, "He runned really fast," [He *ran* really fast]. ("Runned" is past tense with a grammatical error.)	**Possible Examples** • Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings." • Communicates to a peer, "Let's hurry and clean up so we can go outside to ride bikes." • Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and then he got in trouble. We put him outside and he was very sad." • Communicates, "Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas," ["My grandma is really old. She has white hair and lots of wrinkles," in Spanish].

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

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

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LLD 4: Reciprocal Communication and Conversation

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
						NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Responds to sounds or movements of others in basic ways	**Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions**	**Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions**	**Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning**	**Engages in brief back-and-forth communication, combining words to communicate meaning**	**Engages in brief back-and-forth communication, using short phrases and sentences**	**Engages in brief conversations with a shared focus**	**Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas**	**Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas**
Possible Examples • Looks in the direction of voices or movement. • Quiets in response to sound. • Turns toward the soft touch of an adult. • Looks at a familiar adult during feeding.	**Possible Examples** • Smiles at an approaching familiar adult. • Makes sounds when a familiar adult stops talking. • Reaches toward a familiar adult.	**Possible Examples** • Expresses, "Ba," in response to an adult talking about a ball, and then waits for the adult to respond. • Waves, "Good-bye," after parent waves, "Good-bye." • Covers eyes to signal an adult to continue playing peek-a-boo.	**Possible Examples** • Communicates, "Yes," or "No," after an adult asks, "Do you want more milk?" • Rubs eyes and responds, "Night-night," after a familiar adult asks, "Are you tired?" • Brings a ball to an adult, and then responds, "Ball," after the adult asks, "Do you want me to play ball with you?"	**Possible Examples** • Makes eye contact with an adult while holding a stuffed bear. When the adult asks, "Whose teddy bear is that?" communicates, "My bear." • Communicates with an adult, during lunch, "Thêm phô mai," ["More cheese," in Vietnamese]. When the adult responds, "You really like cheese!" communicates, "Con thích phô mai," ["I like cheese," in Vietnamese]. • Communicates, "That's a monkey," while reading a story with an adult. When the adult says, "Yes, he's climbing," replies, "Climbing up high."	**Possible Examples** • Communicates, "我是寶寶," ["I'm the baby," in Chinese] after a peer communicates, "I'm the mommy," while playing house. • Hands play dough to a peer. When the peer takes the play dough and says, "I'm gonna make a dog," responds, "I'm making a snake." • Asks a peer for some blocks to put in child's truck while playing with trucks. When the peer replies, "Here," and hands over several blocks, responds, "That's too many," and takes only two blocks from the peer.	**Possible Examples** • Communicates, "That's my family," while looking at a photo with a peer. When the peer says, "You have two sisters," responds, "I have a big sister, and that's my baby sister." • Responds to an adult's comments about animals that live in the zoo, "Fui al zoológico," ["I went to the zoo," in Spanish]. When an adult replies, "There are lots of animals in the zoo," child says, "Los caimanes son los animales que más me gustan," ["I like the alligators best," in Spanish] and continues to converse about other animals at the zoo. • Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When peer responds, "Yeah, really hairy," child continues, "He has lots of legs, too."	**Possible Examples** • Has a conversation with a peer about things that they like to do together with their families. Says, "My family goes to the park on Sundays." When peer asks, "Every Sunday?" child responds, "Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground." Then when peer says, "My grandma takes me to the park," child responds, "My grandma takes me to the store." Conversation continues. • Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds.	**Possible Examples** • Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow. • Has a conversation with a peer before and while building a fort, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it. • Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.

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

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○ Unable to rate this measure due to extended absence

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LLD 5: Interest in Literacy

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Attends or responds to people or things in basic ways	**Plays with books;** ***and*** **Responds to other literacy activities**	**Attends briefly to a familiar adult reading books, singing songs, or saying rhymes**	**Looks at books on own briefly,** ***or*** **Chooses to join reading, singing, or rhyming activities led by an adult**	**Looks at books page by page,** ***or*** **Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult**	**NOT APPLICABLE** **Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games**	**NOT APPLICABLE** **Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story**	**NOT APPLICABLE** **Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests**
Possible Examples • Quiets to the sound of a familiar voice. • Moves in response to an approach by a familiar adult. • Orients to an adult's face or voice during a caregiving routine.	**Possible Examples** • Interacts with a cloth or board book by holding or mouthing it. • Pats a textured board book. • Vocalizes or laughs in response to an adult singing and gesturing a simple finger-play song, such as, "Pat-a-Cake" or "Los cinco deditos," ["Five Little Fingers," a finger play in Spanish].	**Possible Examples** • Looks at pictures in a book for a short time while a familiar adult reads the book. • Reaches to turn the page of a board book as a familiar adult talks or signs about the pictures on the page. • Uses simple hand movements to participate during a familiar song or rhyme with a familiar adult. • Touches textured or tactile content on pages of a book as an adult is reading the book.	**Possible Examples** • Joins a group doing a simple finger play led by an adult. • Points at a picture when joining an adult who is reading a book, newspaper, or tablet. • Picks up a book and looks at pictures, turns a few pages, and then drops the book to go play.	**Possible Examples** • Pretends to read a book from start to finish. • Explores a book with Braille and tactile content with hands. • Sings some words of a familiar song, from beginning to end, with an adult.	**Possible Examples** • Asks questions or communicates about why something happened in a story. • Starts a song or rhyme with others while playing outside. • Uses finger puppets while reciting a familiar rhyme.	**Possible Examples** • Uses flannel-board pieces to retell parts of a story after story time. • Retells a familiar story to a peer while pretending to read from a book. • Uses a communication device to tell the sequence of events in a favorite story. • Pretends to be a character from a story, using props.	**Possible Examples** • Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies). • Asks for help finding a book about bugs after a nature walk. • Participates, with others, in using the computer to create a story about a class trip. • Makes up own version of rhyming song with peers' names.

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

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

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COG 1: Spatial Relationships

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

Mark the latest developmental level the child has mastered:

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

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

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COG 2: Classification

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Attends to people, objects, or events	**Interacts differently with familiar people and objects than with unfamiliar people and objects**	**Associates a person or object with another person or object, based on a similarity or relationship between them**	**Selects some objects that are similar from a collection of objects**	**Sorts objects into two groups based on one attribute, but not always accurately**	**Sorts objects accurately into two or more groups based on one attribute**	**Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups**	**Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute**
Possible Examples • Looks at people's faces. • Quiets in response to an adult's voice. • Closes hand around an adult's finger.	**Possible Examples** • Smiles at a familiar adult's face or voice. • Reaches for own special blanket or toy from home. • Turns face away from an approaching unfamiliar adult.	**Possible Examples** • Looks for the hammer that goes with the pounding bench. • Looks at another child when the child's parent walks into the room. • Looks for baby bottle when playing with baby doll.	**Possible Examples** • Selects the shovels from among toys in the sandbox. • Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack. • Picks out some train cars from a box of toys.	**Possible Examples** • Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile. • Sorts rocks into two piles, big and small, after a neighborhood walk. • Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf.	**Possible Examples** • Separates a pile of toy animals by kind (e.g., dogs, cats, and birds). • Puts crayons, pencils, and markers into different containers. • Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.	**Possible Examples** • Sorts buttons by color, and then sorts all of them again by shape or size. • Sorts shoes based on color, and then re-sorts by type (e.g., slippers, boots, tennis shoes). • Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items.	**Possible Examples** • Separates tiles into four groups: blue circles, blue squares, red circles, and red squares. • Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks. • Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).

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COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to people or objects in basic ways	**Responds to changes in the number of objects observed or interacted with**	**Demonstrates awareness of quantity**	**Uses number names, but not always correctly, in situations related to number or quantity**	**Identifies small quantities without counting, up to three**	**NOT APPLICABLE** **Counts up to five objects using one-to-one correspondence;** ***and*** **Recites numbers in order, one through ten**	**NOT APPLICABLE** **Shows understanding that the last number counted is the total number of objects in the group**	**NOT APPLICABLE** **Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence;** ***and*** **Recites numbers correctly, up to 20**
Possible Examples • Looks at objects that are hanging from a mobile. • Calms in response to a familiar adult's touch. • Turns toward a familiar adult's voice.	**Possible Examples** • Attends to one moving toy on a mobile, then to another. • Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult. • Holds an object in each hand, and then touches the two objects together.	**Possible Examples** • Communicates, "More," during lunch. • Dumps small cars out of a bucket. • Gestures for more when playing with play dough. • Shows excitement when an adult offers another book.	**Possible Examples** • Communicates, "Dos," ["Two," in Spanish] and holds up two cups in the play kitchen. • Communicates, "One, two, five, one, two," while pointing randomly to objects in a group. • Signs, "Two," in response to the question of "How old are you?"	**Possible Examples** • Communicates a desire for two apple slices after noticing that a peer has two apple slices. • Communicates, "Three dogs," while looking at a picture of three dogs. • Communicates, "Now I have one bear and you have one," while giving a peer a stuffed bear.	**Possible Examples** • Counts out loud, "一, 二, 三, 四, 五," ["One, two, three, four, five," in Chinese] saying the next number as the next cup is placed on the table. • Chants numbers from one to 10 in order while waiting for a tricycle. • Counts, "One, two, three," out loud while pointing to each of three squares on a light box.	**Possible Examples** • Counts ducks in a storybook, "One, two, three, four, five," and then communicates that there are five. • Communicates that there are six rocks after counting a collection of six rocks. • Counts four pencils and says, "Apat," ["Four," in Tagalog] when asked how many pencils there are.	**Possible Examples** • Counts six chairs, then counts seven children, and communicates, "We need one more chair." • Counts accurately to 20 while marching. • Counts on fingers to determine how many napkins to get so that each child at a table of six has one.

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COG 8: Cause and Effect

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Responds or shows anticipatory excitement to people, objects, or actions	**Repeats actions that have effects**	**Tries out different behaviors to cause effects**	**Searches for possible causes of actions, events, or behaviors**	**Acts on objects to cause a specific result**	**Acts in ways that take into account an anticipated result**	**Offers possible explanations for why certain actions or behaviors result in specific effects**	**Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results**
Possible Examples • Widens eyes or opens mouth when a bottle or breast is presented. • Quiets in response to an adult's voice. • Orients to a music toy nearby.	**Possible Examples** • Shakes a rattle, pauses, then shakes it again. • Kicks repeatedly at a mobile to make it move. • Vocalizes, gains a familiar adult's attention, and vocalizes again.	**Possible Examples** • Pulls an adult's hand to child's face to continue a game of peek-a-boo. • Makes a game of pushing different objects off a table, watching or listening as they fall. • Presses different buttons on a toy and notices what happens.	**Possible Examples** • Tries to turn a doorknob after watching an adult open and close the door. • Looks up in the sky and points when hearing a loud noise from a plane flying overhead. • Pushes on different parts of a toy to try to make music turn on again.	**Possible Examples** • Pours water into a water wheel to make it spin. • Puts a toy car in a tube and watches it roll out the other end when the tube is tilted. • Pulls or directs an adult to pull a tab in an interactive book.	**Possible Examples** • Puts hands over ears before someone pops a balloon or makes another type of loud noise. • Requests a hat before going outside on a bright day. • Yells out when observing a toy about to fall from a shelf. • Gets rocks to hold paper down during an outdoor art activity on a windy day.	**Possible Examples** • Communicates, "The ice melted and made water because it's hot in the sun." • Points to wilted leaves on a plant and communicates that the plant needs water. • Communicates that the lettuce in the garden is all gone and that maybe a rabbit ate it. • Uses communication device to describe how a plant grows from a seed.	**Possible Examples** • Communicates, "If I kick the ball harder, it will go really far!" during outdoor play. • Enlarges the base of a block tower by replacing small blocks with large blocks after the tower keeps falling over. • Communicates to a peer about how to feed the fish: "We have to give it a little bit of food every day. If we give it too much, it will get sick."

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COG 9: Inquiry Through Observation and Investigation

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to people, things, or sounds	**Attends to responses of objects and people that result from own actions**	**Shows interest in people or things in the environment**	**Engages in simple purposeful explorations of familiar objects in the environment**	**Engages in sustained explorations**	**NOT APPLICABLE** **Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions**	**NOT APPLICABLE** **Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)**	**NOT APPLICABLE** **Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest**
Possible Examples • Notices and gazes at own hand. • Orients toward a person who comes into view or begins talking. • Looks at a mobile.	**Possible Examples** • Makes a sound and then waits for adult's response. • Mouths an object and then looks at it. • Bangs objects one at a time and then observes what happens each time.	**Possible Examples** • Bangs a drum with hands repeatedly. • Touches hair of another child. • Watches intently as an adult prepares snack.	**Possible Examples** • Drops rocks into water and watches what happens. • Follows a trail of ants to see where they are going. • Stacks blocks to see how high they can go before falling over. • Explores how a wind-up toy works that has been placed on the child's lap.	**Possible Examples** • Watches a new fish in the tank closely for several minutes, then calls a peer over to watch the fish, too. • Digs "road" in sand, pours in water, and then checks to see if water ran to the end. • Notices a drooping plant and comments, "How can we make it better?" and tries different ways to support it, such as holding it or leaning it against something. • Picks up a snail after observing it for a while. Then asks, "Where did its head go?" when the snail goes into its shell.	**Possible Examples** • Indicates that a "roly-poly" bug will roll up into a ball if touched, and then checks by touching it. • Communicates that when you add water to flour, that the flour will be sticky, during a small group activity led by an adult. • Predicts that paint will turn purple while watching an adult mix together blue and red paint.	**Possible Examples** • Predicts that a rock is heavier than a shell, and then uses a balance scale to show that the rock is heavier. • Communicates that a tennis ball will go down the ramp faster than a plastic ball, but more slowly than a golf ball, and then rolls the balls several times to see which reaches the bottom first. • Participates in making a chart of how much the temperature changed each day, during a small group activity led by an adult.	**Possible Examples** • Asks an adult, "How do you know if a fruit is really a fruit?" After adult responds that fruit have seeds, plans with adult to open up several different types of fruits to see if they all have seeds. • Participates in making a chart to compare change, over time, in the growth of bean plants, and communicates, "I think this bean plant grew taller because it got more sun next to the window." • Participates in setting up a chart to observe how long it will take for a caterpillar to create a cocoon and turn into a butterfly.

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COG 11: Knowledge of the Natural World

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

Mark the latest developmental level the child has mastered:

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

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○ Unable to rate this measure due to extended absence

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

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	**Responds to sensory information by moving body or limbs to reach for or move toward people or objects**	**Uses sensory information to control body while exploring people, objects, or changes in the physical environment**	**Demonstrates awareness of major body parts by exploring their movement potential**	**Tries different ways to coordinate movements of large or small body parts**	**Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects**	**Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces**	**Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces**
Possible Examples • Turns head in response to a light being turned on. • Quiets in response to an adult singing. • Responds to being touched on the cheek.	**Possible Examples** • Moves toward a familiar adult while being picked up. • Bats or kicks at a hanging mobile. • Turns toward, then grasps, a rattle being shaken. • Gazes at, then reaches toward, glasses on someone's face.	**Possible Examples** • Shifts body to stabilize it, in order to reach up toward an adult's face while sitting on the adult's lap. • Repositions body in order to manipulate levers and buttons on a busy box. • Dabs fingers in water before placing whole hand in. • Pats play dough with whole hand, then leans forward to roll it.	**Possible Examples** • Participates in songs or games requiring movement of specific body parts. • Moves arm up and down, with increasing momentum, to shake bells louder. • Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.	**Possible Examples** • Changes movements when dancing with scarves. • Starts and stops movements of different body parts during a freeze-dance game. • Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.	**Possible Examples** • Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones. • Raises knees high when following an adult marching. • Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor."	**Possible Examples** • Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader. • Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy. • Uses feet to slow self when coming down a ramp. • Reaches for a small pitcher of milk without bumping into other objects on the table during lunch.	**Possible Examples** • Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play. • Tries several different ways to move through sections of a new obstacle course. • Walks carefully after slipping on wet leaves or grass during a nature walk.

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

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PD-HLTH 2: Gross Locomotor Movement Skills

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Moves in basic and often involuntary ways	**Moves two or more body parts together, often with intention**	**Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom**	**Coordinates movement of whole body while upright, using support**	**Coordinates basic movements in an upright position without using support**	**Coordinates movements, in an upright position, that momentarily move whole body off the ground**	**NOT APPLICABLE** **Coordinates and controls individual locomotor movements, with some success**	**NOT APPLICABLE** **Combines and coordinates two or more locomotor movements together in effective ways, with some success**	**NOT APPLICABLE** **Combines a variety of locomotor movements and moves effectively across a range of activities**
Possible Examples • Turns head in response to stimulation or nourishment. • Turns head to seek source of stimulation or nourishment. • Responds involuntarily to a sudden loud noise or movement by extending arms and legs.	**Possible Examples** • Turns head and reaches for a toy. • Kicks at a mobile when lying on back. • Rolls from stomach to back or from back to stomach.	**Possible Examples** • Creeps or crawls toward a familiar adult. • Moves from lying down to a sitting position. • Moves by rolling body on the floor. • Moves by using arms to pull self forward.	**Possible Examples** • Takes steps sideways or forward while holding onto furniture. • Walks forward steadily while pushing a cube chair. • Pulls up to a standing position while grasping an adult's hands. • Stands up with support of a mobility aid, such as a walker.	**Possible Examples** • Walks forward with a wide base (legs farther apart) and arms held high. • Stands up from squatting, unassisted, after picking up a toy. • Walks with one object in each hand. • Moves forward on a flat surface, using a mobility aid, such as a walker.	**Possible Examples** • Runs with short, uneven steps with arms to the side. • Crouches down and jumps up, with heels barely coming off of the ground. • Hops with two feet leaving the ground momentarily.	**Possible Examples** • Runs with short strides, and sometimes has difficulty stopping. • Moves along a low balance beam or along the side of a curb, stepping sideways. • Navigates changes in surface and direction, using a mobility aid, such as a walker.	**Possible Examples** • Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg). • Crouches down and then jumps forward using both legs. • Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.	**Possible Examples** • Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg). • Changes direction and stops quickly and easily while running. • Swings arms back and then forward in preparation for jumping. • Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.

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

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PD-HLTH 3: Gross Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Moves in basic and often involuntary ways	**Uses arms, legs, or body to move toward or reach for people or objects**	**Uses arms, legs, or body to engage in simple, repeated actions on objects**	**Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support**	**Manipulates objects, using one or more body parts, with limited stability**	**Manipulates objects, using one or more body parts, with stability but limited coordination**	**NOT APPLICABLE** **Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements**	**NOT APPLICABLE** **Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements**	**NOT APPLICABLE** **Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities**
Possible Examples • Kicks legs. • Extends arm. • Flexes foot.	**Possible Examples** • Kicks against a nearby object. • Rolls onto side, toward an object, while lying on a blanket. • Reaches toward a familiar adult, using both arms.	**Possible Examples** • Bangs a cup on a table. • Splashes in water. • Kicks table leg while seated for snack. • Moves to a ball, pushes it away, then moves toward it and pushes it again.	**Possible Examples** • Picks up and drops blocks while holding onto a low table. • Sits with legs apart and traps a rolling ball with arms. • Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container. • Crawls under table to retrieve a block; then crawls back out while holding the block.	**Possible Examples** • Raises arm to throw a beanbag without moving feet, but loses balance. • Approaches a stationary ball, stops, and pushes ball with foot, then steadies self. • Catches a ball while in a stationary position, using arms to bring it in and hold it against body.	**Possible Examples** • Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion. • Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp. • Swings leg back to kick a stationary ball while standing in place. • Hands out carpet squares to peers at circle time, sometimes dropping them.	**Possible Examples** • Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it. • Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), pausing briefly between stepping and kicking. • Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.	**Possible Examples** • Uses hands to catch a beanbag tossed to either side of the body. • Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk. • Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.	**Possible Examples** • Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net. • Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left food forward, right arm back), maintaining balance. • Bounces a ball several times while walking.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

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PD-HLTH 4: Fine Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Moves arms or hands in basic ways	**Uses arms or hands to make contact with objects in the environment**	**Grasps objects with entire hand**	**Grasps objects with fingers and thumb**	**Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects**	**Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body**	NOT APPLICABLE **Manipulates objects with both hands doing different movements**	NOT APPLICABLE **Manipulates objects, using hands, with strength, accuracy, and coordination**	NOT APPLICABLE **Performs, with efficiency, a variety of tasks that require precise manipulation of small objects**
Possible Examples • Curls fingers around an adult's finger. • Brings fist to mouth. • Makes small movements of arms and hands near the sides of body.	**Possible Examples** • Holds a stuffed toy against body. • Pulls an object closer, using a raking motion. • Pushes hands against an adult.	**Possible Examples** • Uses fingers and palm to grasp toys of different shapes or sizes. • Holds a stacking ring with full fist. • Holds a spoon with full fist while being fed by an adult with another spoon.	**Possible Examples** • Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb.	**Possible Examples** • Lifts a cup to mouth with both hands, but may spill some. • Scribbles back and forth on pavement with sidewalk chalk, using one hand. • Grasps and turns a doorknob, but may not have strength or coordination to open the door.	**Possible Examples** • Holds play dough with one hand while cutting it with a wooden knife. • Steadies a container of block accessories on lap while picking out the tree-shaped blocks. • Scoops sand into a container with one hand while holding the container with other hand.	**Possible Examples** • Uses scissors to cut out simple shapes (e.g., circle, square) on paper. • Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand. • Peels a banana or orange after adult starts the peel. • Buttons two to three large front buttons on a shirt.	**Possible Examples** • Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. • Starts the peel on a banana or mandarin orange. • Unfastens buckle on chest strap of wheelchair. • Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.	**Possible Examples** • Makes a necklace by stringing a variety of small beads with narrow holes. • Uses a computer mouse to draw details of a picture on a computer screen. • Rotates pencil within the hand to use the eraser when scribbling with a pencil. • Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.

** Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.*

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

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PD-HLTH 5: Safety

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle NOT APPLICABLE	Building Later NOT APPLICABLE	Integrating Earlier NOT APPLICABLE
Reacts to unpleasant stimulation or events in basic ways	**Responds to situations that make child feel unsafe**	**Seeks to make contact with familiar adult**	**Follows adults' guidance about basic safety practices**	**Follows basic safety practices, with close adult supervision**	**Follows basic safety practices on own in familiar environments, with occasional adult reminders**	**Applies basic safety practices on own across different situations**	**Communicates an understanding of some safety practices to others**
Possible Examples • Startles after hearing a loud noise. • Closes eyes in response to a bright light. • Cries when touched by a cold washcloth.	**Possible Examples** • Turns away from a loud noise. • Clings to a familiar adult after the adult's grip loosens while child is being carried. • Cries when an unfamiliar adult approaches.	**Possible Examples** • Turns away from an unfamiliar adult and moves toward a familiar adult. • Looks to a familiar adult before moving down a ramp. • Cries and looks for a familiar adult for comfort after falling down.	**Possible Examples** • Stops running and walks after a familiar adult communicates, "Use walking feet." • Pats the classroom pet gently when a familiar adult communicates, "Gentle touches." • Accepts a familiar adult's hand and holds it when requested to before crossing the street.	**Possible Examples** • Stops and reaches for an adult's hand when approaching a crosswalk. • Tries to buckle own seat belt as an adult buckles other children in a multi-child stroller. • Seeks adult assistance to use a step stool in order to obtain an object out of reach.	**Possible Examples** • Cleans up spills during a cooking activity. • Waits turn to climb ladder on outside play equipment, with an adult reminder. • Slows tricycle as a peer approaches.	**Possible Examples** • Stays behind the boundaries set up by adults to designate the swing-set area. • Follows classroom safety rules when using scissors, such as holding scissors with blade pointed down. • Brings helmet for an adult to put on child's head before riding a tricycle on a family walk.	**Possible Examples** • Explains, "I wait for the walk sign and hold my mom's hand before I cross the street." • Holds out arm to stop a peer from walking through a spill on the floor. • Communicates, "Slow down! No running inside!" to a peer.

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

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

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

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PD-HLTH 6: Personal Care Routines: Hygiene

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
Responds in basic ways during personal care routines that involve hygiene	**Responds in ways that demonstrate awareness of a hygiene routine**	**Anticipates one or two steps of a hygiene routine**	**Participates in own hygiene routines, with an adult**	**Carries out some steps of own hygiene routines, with specific adult guidance or demonstration**	**Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them**	**Initiates and carries out most steps of familiar hygiene routines on own**	**Initiates and completes familiar hygiene routines on own**
Possible Examples • Looks at an adult's face, or quiets, during a diaper change. • Closes eyes when face is washed. • Kicks legs during a diaper change.	**Possible Examples** • Attends to an adult's actions during diapering routine. • Grabs for the washcloth as an adult washes child's face. • Shows excitement during bathtime.	**Possible Examples** • Pulls at diaper or pants when diaper needs to be changed. • Puts hands under a faucet before an adult starts to turn on the water. • Turns head toward or away from a tissue when an adult tries to wipe child's nose.	**Possible Examples** • Communicates to an adult the need for help with toileting or for a diaper change. • Rubs hands together under a faucet after an adult turns the water on. • Tries to blow nose into a tissue held by an adult. • Lines up at sink to wash hands before lunch time.	**Possible Examples** • Uses toilet (pulls down pants, sits, etc.), but may need an adult's assistance with wiping. • Gets a tissue and wipes own nose, with adult guidance to then throw tissue away and wash hands. • Gets own toothbrush and gives it to an adult after meals when asked.	**Possible Examples** • Uses the toilet on own, and flushes after adult reminder. • Washes and partially dries hands, and then dries them completely when suggested to by an adult. • Takes toothbrush after an adult puts on toothpaste, begins to brush teeth, but needs to be reminded to brush teeth in the back of the mouth.	**Possible Examples** • Uses toilet on own, sometimes forgetting to do one step, such as washing hands. • Washes hands before eating and usually remembers to use soap. • Gets a toothbrush, runs it under a faucet, holds it for an adult to squeeze toothpaste on, and brushes teeth.	**Possible Examples** • Uses toilet on own, completing all steps, including washing hands. • Coughs and sneezes into elbow most of the time. • Goes to brush teeth after lunch, brushes teeth, and puts away toothbrush on own.

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

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PD-HLTH 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Later	Integrating Earlier
					NOT APPLICABLE	NOT APPLICABLE
Responds in basic ways during feeding	**Shows interest in participating in the process of being fed**	**Feeds self some finger food items**	**Feeds self some foods using a spoon and cup, sometimes needing help**	**Feeds self a wide variety of foods using a spoon, fork, and an open cup**	**Serves self or others by scooping or pouring from containers**	**Prepares simple foods to serve to self or others**
Possible Examples • Turns toward an adult's touch during feeding. • Sucks on the nipple of a bottle or breast. • Gazes at or nuzzles up to an adult when feeding.	**Possible Examples** • Closes lips around food on a spoon. • Puts one or both hands on a bottle or breast while being held during feeding. • Reaches for a spoon while being fed. • Shows excitement as an adult approaches with a bottle or bowl.	**Possible Examples** • Feeds self small pieces of food, such as cereal or cheese, with fingers or whole hand. • Holds and bites a banana. • Picks up and eats crackers from a tray.	**Possible Examples** • Eats soft food, such as yogurt or applesauce, from a bowl, using a spoon, with adult sometimes assisting with scooping. • Drinks from a cup while an adult guides the cup. • Uses a spoon to eat dry cereal from a bowl, sometimes dropping cereal pieces.	**Possible Examples** • Uses a child-sized fork to pierce food. • Drinks water from a small open cup. • Uses adaptive utensils to feed self a meal when positioned functionally.	**Possible Examples** • Serves self from a serving bowl, using a large spoon, while someone else holds the bowl. • Pours from a small pitcher, with some spilling. • Uses a scoop to fill small bowls with cereal for snack time.	**Possible Examples** • Spreads jelly on bread with a small spatula to make a sandwich. • Cuts foods with a small plastic knife. • Takes the shell off of a hard-boiled egg.

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

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PD-HLTH 8: Personal Care Routines: Dressing

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

Mark the latest developmental level the child has mastered:

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

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

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Glossary of Terms and Phrases Used in the DRDP (2015)

Assemblage: An artistic composition made from scraps, junk, or odds and ends.

(California Department of Education. [2011]. *California Preschool Curriculum Framework, Vol. 2*, p. 286. Sacramento, CA: Author.)

Appears in VPA 1: Visual Art

Investigates/Investigation: In the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.

(California Department of Education. [2008]. *Preschool Learning Foundations, Vol. 3*, p. 95. Sacramento, CA: CDE Press.)

Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: Documentation and Communication of Inquiry

Locomotor Skills: The ability to project the body into or through space.

(California Department of Education. [2010]. *California Preschool Learning Foundations, Vol. 2*, p. 62. Sacramento, CA: CDE Press.)

Appears in:
PD-HLTH 2: Gross Locomotor Movement Skills
PD-HLTH 3: Gross Motor Manipulative Skills

Manipulative Skills: Also known as object-control skills in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).

(California Department of Education. [2010]. *California Preschool Learning Foundations, Vol. 2*, p. 62. Sacramento, CA: CDE Press.)

Appears in PD-HLTH 3: Gross Motor Manipulative Skills

Observes / Observation: Gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste and noticing specific details or phenomena that ordinarily might be overlooked.

(California Department of Education. [2008]. *Preschool Learning Foundations, Vol. 3*, p. 95. Sacramento, CA: CDE Press.)

Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: Documentation and Communication of Inquiry

Onset: The first consonant or consonant cluster in a syllable (e.g., the *h* in the one-syllable word *hat*; the *m* and *k* in the two syllables in the word *monkey*.

(California Department of Education. [2008]. *Preschool Learning Foundations, Vol. 1*, p. 89. Sacramento, CA: CDE Press.)

Appears in LLD 8: Phonological Awareness

Rime: A linguistic term that refers to the portion of a syllable that starts with a vowel. In the word *big*, the rime unit is /ig/. In the word *bring*, the rime unit is /ing/.

(California Department of Education [2008]. *Preschool Learning Foundations, Vol. 1*, p. 89. Sacramento, CA: CDE Press.)

Appears in LLD 8: Phonological Awareness

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Appendix

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

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Appendix A:
Requirements of the DRDP (2015) Assessment

	Early Learning and Care Division (ELCD) Programs	Special Education Division (SED) Programs
DRDP (2015) Views as of August 1, 2018	• The DRDP (2015) has the following views: – Infant/Toddler Comprehensive and Essential views – Preschool Comprehensive, Fundamental, and Essential views • Program administrators will determine which Infant/Toddler and Preschool views will be utilized. • Programs should use the same Preschool view for at least one school year in order to measure progress.	• The Fundamental view is used for children with IFSPs and IEPs. The Comprehensive view is available for special educators as an instructional resource.
Which children are assessed	• All infants, toddlers and preschool age children receiving care in direct service programs, and other programs choosing to use a developmental assessment. • If a child receives services for less than ten hours per week, a DRDP assessment is recommended but not required.	• All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported to the CDE Special Education Division. • All preschool-age children (3 - 5-year-olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). • To be included in the fall assessment, children must begin services before **October 1**. • To be included in the spring assessment, children must begin services before **March 1**.
When children are assessed	Child assessments are completed within the first 60 days of enrollment and then at six month intervals thereafter. Programs wishing to assess more frequently may do so.	• Children are assessed twice a year, fall and spring. Plan to submit data by December 1 for the fall and June 1 for the spring assessment. • Assessment should be conducted at six month intervals. • Check with local administrators as to how, when, and to whom DRDP data will be submitted.
How children are assessed	All children are assessed with the DRDP (2015): • Children birth to three years of age are assessed with the Infant/toddler view • Children three to five years of age are assessed with the Preschool view	All children are assessed with the DRDP (2015): • Children birth to three years of age are assessed with the Infant/toddler view • Children three to five years of age are assessed with the Preschool view
Where to submit DRDP data	Assessment data is input to DRDP Online for secure data storage and to obtain psychometrically valid reports.	Submit data files to CDE/SED in one of two ways: • Into the SELPA's MIS that will upload to DR Access Data • Into the DRAccessReports secure data system to prepare data for SELPA upload to DR Access Data
How to obtain reports of results	Psychometrically valid reports are available upon entry of assessment data into DRDP Online.	• Psychometrically valid reports are available upon entry of assessment data from www.draccessreports.org • Coordination with local Management Information Systems is available. Contact reports@draccess.org, for assistance.

The DRDP (2015) will be administered in both the California Department of Education's Early Learning and Care Division (ELCD) programs and in Special Education Division (SED) early intervention and preschool programs. This table provides information about which children are assessed; and when, how, and where to submit the results of the DRDP (2015).

For more information:

- For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
- For CDE-funded Special Education programs: www.cde.ca.gov/sp/se/
- For ELCD Training and Technical Assistance: Desired Results for Children and Families Project www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project www.draccess.org

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Appendix B:
Resources for Assessing Children who are Dual Language Learners with the DRDP (2015)

The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California's diverse population of young children, with specific consideration for children who are young dual language learners. The introduction in the DRDP (2015) Assessment Manual provides information on completing the assessment with young children who are dual language learners. Keep in mind that young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. Communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains of the DRDP (2015).

The following resources will increase your knowledge and help you better complete the DRDP (2015) for young children who are dual language learners.

Organization	Resource Title	Resource Description	Web Address
From the California Department of Education	California's Best Practices for Young Dual Language Learners: Research Overview Papers	Two papers in this series are particularly relevant: "Assessment of Young Dual Language Learners in Preschool" focuses on the need for accurate and valid assessment of young dual language learners. It includes a decision tree for practitioners to determine in which language to assess young DLLs, a matrix of language and literacy assessment for use with preschool-age children, and a sample family interview protocol to learn about families' language practices. "Early Intervention and Young Dual Language Learners with Special Needs" addresses the language development of young dual language learners with special needs and key considerations when choosing the language for intervention.	www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf
From the California Department of Education	California Department of Education web pages:	• Understanding Dual Language Development • Assessing Young Dual Language Learners • English Language Development (ELD) Foundations • Supporting Dual Language Learners	desiredresults.us/dll/index.html
From the California Department of Education	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning; A Resource Guide, Second Edition.	This document, often known as the PEL Guide, provides research related to dual language learning and practices to support children's learning and development. It is available in Spanish and English, and also has an accompanying DVD titled "A World Full of Language."	www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf
From the California Department of Education	Assessing Children with Disabilities who are Dual Language Learners	This document provides guidance in assessing children with disabilities from linguistically diverse backgrounds with the DRDP (2015) including information on second language acquisition in young children, suggestions for communicating with children who are English Learners, and information about cultural influences on learning.	draccess.org/DLLGuidance.html

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Organization	Resource Title	Resource Description	Web Address
From the Office of Head Start National Center on Cultural and Linguistic Responsiveness	Gathering and Using Language: Information that Families Share	One-third of the children in Early Head Start and Head Start are Dual Language Learners (DLLs). Recent research provides insights into dual language development and key ways to support children's progress.	eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll_background_info.pdf
From the Office of Head Start National Center on Cultural and Linguistic Responsiveness	Code Switching: Why It Matters and How to Respond (Workbook for Early Head Start/Head Start Programs)	This easy to use workbook defines and describes code switching. It identifies which children code switch and explains why code switching matters. It also includes numerous examples of how adults can provide strong language models for children when they code switch.	eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/code-switching.html
From the National Association for the Education of Young Children (NAEYC)	Screening and Assessment of Young English-Language Learners	Supplement to the NAEYC and NAECS/SDE Joint Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation	www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf
From the Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)	Development of Infants and Toddlers Who Are Dual Language Learners	This paper reviews empirical research about the development of infants and toddlers who are dual language learners (DLLs) looking at formation of attachment relationships; development of motor skills; the foundation for executive functioning skills to regulate behaviors; huge advances in detection, comprehension, and production of language; and many more developmental accomplishments.	fpg.unc.edu/resources/working-paper-2-development-Infants-and-toddlers-who-are-dual-language-learners
From the Council for Exceptional Children/ Division for Early Childhood (DEC)	YEC Monograph 14: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities	Considers contemporary perspectives about strategies to support young children who are dual language learners served in inclusive early childhood settings. Information included in this monograph will be immediately useful for practitioners and families and will demonstrate the value of thoughtfully and systematically approaching assessment, interventions, and services for the benefit of children who are dual language learners and their families.	www.dec-sped.org/sub-yec-mono-14
From the Educational Testing Service (ETS)	Enhancing Young Hispanic Dual Language Learners' Achievement: Exploring Strategies and Addressing Challenges	This education policy report explores issues related to improving instruction in programs serving preschool-aged children focusing on young Hispanic dual language learners. Assessment is addressed in the section titled: Improving Teachers' Practice through the Assessment of Young Dual Language Learners	onlinelibrary.wiley.com/enhanced/doi/10.1002/ets2.12045/

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Appendix C:
Strategies for Observation and Documentation

The DRDP (2015) is administered through observation in natural settings by teachers and other service providers in the classroom or center and by family members in home and community settings. Observations are embedded into typical, ongoing routines and activities throughout the day. The process of observation requires planning in advance on the part of teachers and service providers. As you review the measures of the DRDP (2015), consider specific routines or activities during the day where you would be able to observe more than one measure or more than one child.

Strategies for Effective Observation

Observation should be ongoing throughout the year. The assessment windows for the DRDP (2015) provide a period of time to make sure teachers and service providers have sufficient documentation for each of the measures in time to submit DRDP data. To rate a child's behavior, teachers and service providers should use naturalistic, or authentic, observation strategies. Below are several key points to support naturalistic observations. You will find additional information about naturalistic assessment by viewing the short video, *What is Authentic Assessment* at draccess.org/guidancefordrdp. Many observation and documentation job aids can be found at desiredresults.us/teachers. You will also find a training DVD, *Getting to know You Through Observation,* at desiredresults.us/observation-resources that can be used by ELCD and other administrators to train staff.

Strategies for Effective Documentation

A variety of methods are available for recording information gathered through naturalistic observations, including:

- **Anecdotal Records** – An anecdotal record is a written note about what a child does or says during a typical or routine activity. Anecdotal records result in brief descriptions of the behavior observed.
- **Event recording (tallies)** – In event recording, the observer records each instance of the behavior being observed so that an indication of frequency is obtained. Usually this is done with tally marks but may also be recorded using a code such as "+" for correct and "-" for incorrect.
- **Checklists** – Checklists are lists of specific skills or behaviors that can be used during observation to check off the behaviors observed with a group of children.
- **Rating Scales or Rubrics** – Rating scales and rubrics are similar to checklists in that they include lists of behaviors but they also include additional descriptive information about the behavior such as how well, how frequently or how independently the behavior occurred.

10 Strategies for Naturalistic Observation

Know the instrument – Be familiar with the instrument, including the domains and measures being observed.

Observe naturally – Observe the child in the context of typical routines and activities, interacting with familiar people, in familiar places, and with familiar materials.

Observe objectively – Focus on what the child does. Be as objective and detailed as possible. Avoid using labels, qualitative descriptors, or stereotypic expectations that may bias your observations.

Observe strategically – Observe for skills that correspond to the DRDP measures and record your observations. You may be able to gather information on more than one measure during one observation.

Observe daily or routinely – When observations are part of the daily routines, children become accustomed to being observed and seeing notes being recorded.

Observe variety and consistency – Be aware of a child's overall performance, even when focusing on a single aspect of behavior. Observe the child over time and during different routines and activities.

Be specific and complete – Intentionally and purposefully record the specific details of what you actually observe as soon as possible. Details are important and might be easily forgotten.

Plan ahead – Plan for observations as part of weekly lesson planning. Plan to observe during activities that do not require your full assistance or plan for someone else to observe and document.

Allow time – Allow adequate time for the child to complete any task that he or she is engaged in even if it requires more time than one might expect.

Use appropriate adaptations – Ensure that appropriate adaptations as determined by the IFSP or IEP team are in place when observing the child.

- **Work Samples** – Documentation can also include the collection of 2- or 3- dimensional products that children have produced such as drawings, writing on paper or 3-dimensional constructions the child has made for example with play dough or other materials.
- **Videos or Photographs** – Cameras can be used to document observed behaviors of children through videos or still photographs.

Information on strategies for implementing the above documentation strategies can be found at: eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html

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Consider the following for planning and collecting documentation:

- Choose methods of documentation that can be embedded into a program's environment, structure, and routines.
- Plan ahead for materials needed for documentation such as sticky notes or pre-printed labels with children's names for anecdotal records or clipboards with checklists or rubrics. Materials should be strategically located through out the classroom.
- Observe children's behaviors throughout the day and record documentation while observing.
- Date each piece of evidence for future reference.
- Collect documentation over time. Documentation over time strengthens the validity of ratings.
- Organize the documentation collected immediately after collecting it.
- Keep assessment information confidential. Store the DRDP materials, including notes, in a secure location to ensure confidentiality for each child.

Organizing Documentation

Portfolios: Portfolios are a helpful way of organizing information. ELCD programs are required to use a form of portfolio to organize documentation. Portfolios may contain anecdotal notes, children's work samples, photos of children's activities, audio or video recordings, and transcripts of the child's language. The portfolio methods selected should work well for the program.

Electronic Portfolios: If notes are entered into a computer, an electronic portfolio can be produced to summarize the evidence. Please check with a local administrator for procedures regarding consent for photography and video.

Collaboration to Support Effective Documentation

A central goal for teachers and service providers who use the DRDP (2015) is to obtain measures of the child's developmental progress based on typical day-to-day behaviors. It is difficult to imagine one individual having access to all of the many learning opportunities that a child encounters throughout each day. Therefore, it is very helpful to seek input from individuals who have ongoing contact and who know the child well in order to obtain the most complete and accurate picture of the child's skills and abilities. It is important to consider how and when collaborating with others will support and help to inform the accurate rating of measures for the DRDP (2015).

Although direct observation of a child is the primary method used to inform ratings, other sources of evidence should be used to supplement observations. Gathering information from others who know the child well such as family members, caregivers, or other service providers often provides a wealth of additional information about a child's skills, knowledge, and behaviors. This also provides the additional benefit of observations across different settings. There are numerous ways that others can collaborate in sharing information such as written observations, conversations that focus on a child's development, or viewing short videos or recordings that illustrate a child's behavior in typical routines and activities.

Planning ahead can make the process of collaboration more helpful. Identify early on in your relationship with the child's family, who else might provide helpful information to assist in documenting their child's development. Make sure that the family is well informed about the purpose of the DRDP (2015) and the important role that they can play in sharing their observations about their child. With the family's permission, communicate with other individuals who know the child and strategize with them how they might be able to share information with you.

Communication is key to successful collaboration. *For a more detailed look at collaboration and the assessment process please refer to Appendix F.*

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Appendix D:
Comprehensive Definitions of Adaptations to be Used with the DRDP (2015)

Adaptations are changes in the environment or differences in observed behavior that allow children with Individualized Family Service Plans (IFSPs) or Individualized Education Plans (IEPs) to demonstrate their knowledge and skills in their typical environments. Adaptations that are in place for the child during the normal course of the day should also be in place during observations for the DRDP (2015). New adaptations should not be introduced solely for the purpose of conducting an assessment. Seven broad categories of adaptations are used with the DRDP (2015). This is the same system of adaptations developed for and used in the DRDP *access*.

1. Augmentative or Alternative Communication Systems

Augmentative and alternative communication systems are methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others. An augmentative communication system is used to augment or facilitate the development of speech. An alternative communication system is used in place of speech. Some examples include sign language, picture cards, and electronic communication devices. Assessors should use these systems as part of the observation of a child using language in a natural context. Assessors should not just elicit responses or contrive adult-directed situations.

If American Sign Language is the child's primary language, it is designated as the home language, and not an adaptation. If sign language is used as a bridge to learning verbal language, then it is considered an adaptation.

2. Alternative Modes for Written Language

Alternative Modes for Written language are methods of producing written language used by a child who cannot see well enough or cannot hold and manipulate a writing utensil well enough to produce written symbols. If a child cannot see or cannot hold a pencil or marker, this adaptation may be used to assist in reading or writing, or emergent reading or writing. Examples of this adaptation include using a Braillewriter, keyboard, or computer.

Naturally, preschool-age children are not proficient at reading and writing. This adaptation allows for children to explore reading and writing and develop their skills in a developmentally appropriate manner.

3. Visual Support

Visual supports are adjustments to the environment that facilitate a child's ability to see or to understand the surrounding environment or events. Acceptable visual supports include:

- Adjustments in contrast
- Adjustments in lighting
- Distance from objects
- Increased size of materials
- Verbal description of events

4. Assistive Equipment or Devices

Assistive equipment or devices are tools that make it possible or easier for a child to perform a task. The child should be familiar with the use of the device. Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including:

- Walkers
- Standers

5. Functional Positioning

Functional positioning enables postural support that allows a child to have increased control of his body. It is important that positioning devices are available to the child across settings so that the child may access daily routines and activities and so they may be observed in a variety of activities. Some examples include:

- Standers
- Cube chairs
- Tricycles with seat belts and built-up pedals

6. Sensory Support

Sensory support includes either increasing or decreasing sensory input to facilitate a child's attention and interactions in the environment. Some children may need increased sensory input and others may need decreased input. Some children require different types of sensory support in different activities. Sensory support may include:

- Reducing background noise
- Adjusting tactile stimulation
- Adjusting visual stimulation

7. Alternative Response Mode

Using alternative response modes means recognizing that a child might demonstrate mastery of a skill in a way that differs from a typically developing child. For this adaptation, the environment is not modified as in the other adaptations. Rather, the child's unique yet consistent responses that may indicate the presence of a skill are identified. For example, the child with autism may look out of the corner of his or her eye instead of establishing direct eye contact, or the child with a physical impairment may use atypical movement patterns. The form of a child's response may differ from that of his peers and still be considered to demonstrate mastery of a skill.

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Appendix E:
Resources for Working in Partnership with Families

A central goal of the DRDP is to identify a child's developmental progress based on typical, day-to-day behaviors. It is appropriate to seek input from individuals who have ongoing contact with the child and know the child well. Family members' descriptions of their child's behavior in the home or in community settings will help teachers and service providers know more about the child's behaviors across settings, particularly for those skills the child may not demonstrate routinely in the educational setting; and help teachers and service providers obtain more comprehensive information in order to make accurate ratings for the DRDP (2015).

Family members may participate in the DRDP assessment in a number of ways:

- Inform the child's teachers and service providers of the child's history for a more complete picture of the child.
- Share the skills they see their child using in typical activities, and might share these skills via stories, photos, drawings, observations, and/or video clips.
- Share the child's strengths, areas they wish to focus on, and areas of growth they observe.
- Become informed about the next steps in their child's development.
- Help determine which adaptations will help their child participate in everyday activities (for children with an Individualized Family Service Plans (IFSPs) or Individualized Education Program (IEPs)) and share with the team adaptations the child uses at home, at school, and in other settings.

Below are resources to assist families in knowing more about the DRDP (2015) and the skills assessed as well as resources to assist teachers and service providers in working as partners with families in the assessment process.

Resources for Families

Overview of the DRDP (2015) for Families:
draccess.org/OverviewOfDRDPaccessForFamilies.html
A document describing how the DRDP (2015) works for children, including those with IFSPs and IEPs; and how it benefits families, children, providers, and programs.

All About Young Children: allaboutyoungchildren.org
A website for families describing skills that help children learn including how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies. (Available in eight different languages.)

California MAP to inclusion and Belonging: cainclusion.org/camap/counties.html
The MAP Project website supports the inclusion of children with disabilities and other special needs ages birth to 21 in child care, after school and community settings. It includes links to resources on topics related to families and children with IFSPs and IEPs. The website contains a statewide interactive directory by county, of Family Resource Centers (FRC), Special Education Local Plan Areas (SELPA), Regional Centers, Head Start, and more for families of children with IFSPs and IEPs.

Desired Results for Children and Families, Information for Families brochure:
desiredresults.us/content/families
A brochure describing the Desired Results System for families.

Watching My Child Grow: desiredresults.us/content/families
A DVD that describes the Desired Results Assessment System and its benefits for all children and families from the voices of parents. Call 1-800-770-6339 or visit the website.

Resources for Teachers and Service Providers

Family Engagement and Ongoing Child Assessment: eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-engagement-ongoing-child-assessment-eng.pdf
A document that addresses the perspectives of parents and program staff in the sharing of child assessment information through the formation of partnerships and suggests strategies for bringing those perspectives together.

The Role of Family Observations:
draccess.org/RoleOfFamilyObsv.html
A document describing the research findings that suggest parents' observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.

Supporting Children and Families Living in Homeless Situations

CDE Homeless Education website: www.cde.ca.gov/sp/hs/
The McKinney-Vento Act defines homelessness as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes individuals who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; who may be living in motels, hotels, trailer parks, shelters, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Homeless children and youths have the right to access the same free, appropriate public education, including public preschools, as provided to other children. The website above addresses these rights, and provides educational information and resources for families and educators.

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Supporting Children in Foster Care

CDE Foster Youth Services website: www.cde.ca.gov/ls/pf/fy/
Children in foster care face significant barriers to positive educational experiences and academic achievement. A large percentage of children placed in foster care experience physical and emotional trauma as a result of abuse, neglect, separation from family, and impermanence. Although youth are placed in foster care for their safety, foster youth often do not find the security and stability they need through the foster care system. Most children who enter foster care have been exposed to many conditions that have undermined their chances for healthy development and learning.

On average, children who enter the foster care system have experienced more than 14 different environmental, social, biological, and psychological risk factors before coming into care, all impacting learning. These factors often include abuse and neglect, exposure to illicit drugs, and poverty. Once in foster care, they often experience other challenges to their well-being. They may be separated from their brothers and sisters, moved from one foster care placement to another, experience frequent changes in home placements or school placement, or caseworkers who may lack the resources to effectively advocate and plan for their best interests.

The California State Legislature recognizes that a high percentage of foster youth are working substantially below grade level, are being retained at least one year at the same grade level, and are becoming school dropouts. In response, the legislature declared that the instruction, counseling, tutoring, and provision of related services for foster youth be a state priority and mandated the Foster Youth Services Coordinating FYSC) Programs through California Education Code sections 42920–42925. The Program provides services to all foster children and youth attending schools in each county.

The website addresses foster children's rights, and provides educational information and resources.

For more information

- For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
- For CDE-funded Special Education programs: www.cde.ca.gov/sp/se/
- For ELCD Training and Technical Assistance: Desired Results for Children and Families Project at www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project: www.draccess.org

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Appendix F: Collaboration to Complete the DRDP (2015)

"The most valuable resource that teachers have is each other. Without collaboration our growth is limited to our own perspectives." – Robert John Meehan

Collaborating with Others Who Know the Child Well

Our understanding of young children is strengthened when we commit to partnerships with individuals, including family members, who know the child well and in different settings. Collaboration in gathering and sharing information is important because it affords us windows into a child's life and offers perspectives that enhance our understanding of a child's skills and behaviors. Identifying and communicating with the individuals who can collaborate on rating the measures of the DRDP (2015) is an essential step in this process.

Through collaboration, early educators and special educators each bring their skills and perspectives. Early educators contribute by providing a picture of the child in the context of a classroom setting. Special education providers contribute by identifying perspectives on a child's unique learning needs and specific understanding of a child's disability including materials that should be available and adaptations that should be in place. This lays the foundation for teachers and service providers to complement one another's work in assessing a child's skills and development. Shared information can build relationships that lead to joint decision-making not only about the assessment process but also about curriculum, instruction, supports, and services that teachers, providers and families make for individual children and groups of children.

Collaboration to share assessment observations and evidence for completing the DRDP (2015) is built on relationships and a commitment to ongoing communication. It is developed over time with an understanding of each person's role. Aim for multiple, informal strategies that can be used on a daily basis. Identifying mutual interests in supporting the child is important. Some questions that address joint interests include:

- What are the child's goals?
- What specialized equipment or adaptations are used?
- How will the goals be infused into the child's day and into learning activities?
- How will we know our strategies are working?

Collaborating with others in the assessment process is especially important in situations where the child is served by multiple providers. For example, a child may attend an early education program and also receive special education services, such as speech-language, occupational, and/or physical therapy. Early education teachers and special education providers can work hand-in-hand to complete the observations and DRDP (2015) ratings for children who are dually enrolled in both programs. How this collaboration will take place – who will be involved and what roles each individual will play – will vary depending on the situation. Teachers and service providers have reported the following helpful strategies:

- sharing information, including observations, adaptations, curriculum and program goals, and IFSP outcomes or IEP goals
- providing anecdotal notes
- sharing work samples and portfolios
- reviewing reports of DRDP (2015) results together

Increasingly, teachers and providers are utilizing technology such as short video clips or recordings, with family permission, to share information and observations. The DRDP (2015) app helps teachers collaborate, as well as using technology such as email, phone conferences and free web conferencing platforms. Local policies on using devices should be followed and child information should not be sent via email.

The early education teacher and special education service provider responsible for completing the DRDP (2015) should each take the lead in partnering with others who work with the child. The general educator is responsible for entering DRDP data into DRDP Online. The special educator is responsible for reporting and entering the assessment data on children who have IEPs or IFSPs to the SELPA. However, except for data reporting, the assessment can be completed together by both educators, and a copy of the Rating Record held by each of them for their respective reporting. Suggestions to help get started working together include:

- Make an initial plan detailing areas to be observed directly and those areas in which others may have a more thorough knowledge of the child. The general education teacher can provide information on all domains. A speech-language therapist might inform measures in the Language and Literacy Domain. Families and special education providers including physical and occupational therapists are a good source of information for measures in the Physical Development and Health Domain.
- Contact the individuals who will collaborate to discuss the mutual goal of completing the assessment and to develop a plan for working together.
- Develop a timeline that is acceptable to all partners, including identifying deadlines and strategies to meet timelines.
- Collect any signature requirements for sharing child information from the family.
- Gather multiple perspectives and consider input from family and others who know the child during assessment.
- Determine when and how communicating about updates and results will occur.

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Collaborating with Families

Gathering family perspectives about their child's development and behavior provides important and valid data, which is useful for making informed assessment decisions. Research suggests that family observations are reliable and valid and should be considered an essential component of a comprehensive assessment process. Inviting parents and other family members to share observations of their child's development and behavior is required for ELCD programs and is good practice in all early childhood settings and programs.

When families collaborate with teachers and service providers in sharing their observations about their child's behaviors in the home or in community settings, it provides a richer and broader view of a child. Information from families helps to identify skills and behaviors that the child may not demonstrate routinely in the educational setting. For example, a teacher or therapist may not regularly observe a child's dressing or other self-help skills. However, families have repeated opportunities to observe their child's self-help skills both over time and in different settings. Parent observations support more accurate reporting about a child's skills.

Strategies for gathering information from families include the following:

- Make sure that families understand the skills and behaviors described in the DRDP (2015) measures. Teachers and service providers understand expected sequences of child development and are trained about how items on the DRDP (2015) reflect these sequences. Parents might not understand fully the meaning of measures without explanations or examples. It may be useful to provide families with examples of the kinds of behaviors to look for or the routines and activities that might provide a context for a behavior. For example, rather than ask a parent to describe a child's grasping pattern, inquire about how a child picks up small pieces of cereal during mealtime.
- It is reasonable for the observations of parents and practitioners to differ across the range of behaviors being rated. A child's behavior during activities and routines that occur in the classroom setting may differ from the same child's behavior in activities and routines in home or community settings. Not all perspectives about children's behavior based on parent or practitioner observations will be congruent. Rather, aim for convergence or the pooling of perspectives from all who know the child and have had repeated opportunities to observe behavior in different settings.

The ongoing conversations that we have with family members during our typical interactions with them are rich opportunities for learning about their child. Leading a focused conversation with a family is particularly important to obtain information on measures that you have not had the opportunity to observe. During these conversations, *focusing on routines and activities* provides a very useful context for asking a family about their child's everyday learning opportunities and skills. The four steps in the resource listed below will guide you in planning and leading focused conversations with families to help complete the DRDP (2015). If this is the first DRDP (2015) assessment that you will be completing with a particular child, be sure that you have spent enough time getting to know the child by observing the child's skills during typical routines/activities and by having conversations with the family.

For more information

DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014

Developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for you.
www.dec-sped.org/recommendedpractices

Inclusive Planning Checklist

Provides suggestions for activities that should take place to ensure that high-quality integrated services are provided. From the Early Childhood Learning and Knowledge Center, Office of Head Start.
eclkc.ohs.acf.hhs.gov/children-disabilities/article/inclusion-planning-checklist-center-based-early-care-education

Leading Conversations with Families to Inform the DRDP (2015): Focusing on Families and Children's Everyday Routines and Activities

A four-step process that guides early interventionists in holding focused conversations with families in order to gather information for the DRDP (2015).
draccess.org/LeadingFocusedConversations.html

The Role of Family Observations in the Desired Results Assessment System

An overview of the research findings that suggest parents' observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.
draccess.org/RoleOfFamilyObsv.html

Desired Results Training and Technical Assistance Project

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DRDP (2015)

An Early Childhood Developmental Continuum

Preschool Comprehensive View

for use with preschool-age children

The DRDP (2015) was developed by the California Department of Education, Early Learning and Care Division and Special Education Division, with assistance from:

Berkeley Evaluation and Assessment Research Center, University of California, Berkeley

Desired Results Access Project, Napa County Office of Education

Desired Results Developmental Profiles (2015) Instrument and Research Studies Project, WestEd's Center for Child and Family Studies

Desired Results Training and Technical Assistance Project, WestEd's Center for Child and Family Studies

The DRDP (2015) is available at the California Department of Education Website at http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp

For more information

Early Learning and Care Division Programs may contact:

Desired Results Training and Technical Assistance Project

Website: www.desiredresults.us

Email: desiredresults@desiredresults.wested.org

Phone: (800) 770-6339

Special Education Division Programs may contact:

Desired Results Access Project

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DRDP (2015)

An Early Childhood Developmental Continuum

Preschool Comprehensive View

For use with preschool-age children

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Introduction to the DRDP (2015)

Welcome to the Desired Results Developmental Profile (2015) [DRDP (2015)]: A Developmental Continuum from Early Infancy to Kindergarten Entry. The DRDP (2015) is a formative assessment instrument developed by the California Department of Education for young children and their families used to inform instruction and program development.

Key Features of the DRDP (2015):

- The DRDP (2015) is administered in natural settings through teacher observations, family observations, and examples of children's work. Ongoing documentation of children's knowledge and skills in everyday environments is a recommended practice for early childhood assessment.
- The DRDP(2015) represents a full continuum of development from early infancy up to kindergarten entry. The Infant/Toddler Views are for use with children in infant/toddler programs, and the Preschool Views, for children in preschool programs
- The DRDP (2015) is designed for use with all children from early infancy up to kindergarten entry, including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs).
- The DRDP (2015) is aligned with all volumes of the California's Infant/Toddler and Preschool Learning and Development Foundations, the Common Core Standards, and the Head Start Child Development and Early Learning Framework.
- The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California's diverse population of young children, with specific consideration for children who are young dual language learners (see section below).
- The DRDP (2015) was developed with the goal of ensuring that ***all*** children have the opportunity to demonstrate their knowledge and skills. To enable access to the assessment for diverse populations, the principles of Universal Design were followed.
- The DRDP (2015) includes domains that meet the federal Office of Special Education Programs (OSEP) child outcome reporting requirements for children with Individualized Family Service Plans (IFSPs) or Individualized Education Programs (IEPs).

Information about Selected Key Features

Three of these key features: (1) consideration of young children who are dual language learners, (2) universal design and adaptations for children with IFSPs and IEPs, and (3) a detailed description of the developmental domains that make up the instrument, are described in more detail to help teachers and service providers better understand and rate the measures of the DRDP (2015).

Young Dual Language Learners and the DRDP (2015)

Dual language learners are children learning two or more languages at the same time, as well as those children learning a second language while continuing to develop their first (or home) language. A child's experience with one or more languages is an asset to build on in the early childhood setting. It is critical to consider the child's communication in all the languages that he or she is learning in order to have an accurate picture of a child's knowledge and skills. Young children, including children with disabilities, can successfully learn two or more languages. Learning two or more languages has linguistic, social, cognitive, academic, and cultural benefits. The path to learning one language shares many similarities with the path to learning two or more languages. There are also differences that must be taken into consideration when assessing young children who are dual language learners. Children may have vocabulary for concepts in one language and vocabulary for other concepts in another language. So it is important to assess children in all of the languages he or she understands and uses. The DRDP (2015) addresses cultural and linguistic responsiveness in two primary ways:

1. Teachers and service providers observe and document children's behavior in both the home language and English to obtain a more accurate profile of the children's knowledge and skills across developmental domains.

2. Teachers and service providers rate children's progress on two language development domains. The Language and Literacy Development (LLD) domain assesses all children's progress in developing foundational language and literacy skills where ratings should be based on skills in all languages. The English-Language Development (ELD) domain assesses current knowledge and skills and progress in learning to communicate in English.

Universal Design and the DRDP (2015)

In the context of assessment, "Universal Design" refers to the development of assessments that are appropriate for all children to the greatest extent possible. Universal Design allows children the opportunity to demonstrate their knowledge and skills in a variety of ways. All young children are entitled access to, and meaningful participation in, age-appropriate, individually-appropriate and culturally-appropriate early childhood curricula and assessments. Teachers and service providers support children's access and participation by identifying and providing learning opportunities, materials, and teaching strategies in flexible and individualized ways and through a variety of learning modalities. DRDP (2015) assessors apply universal design when they carefully consider the various ways young children can demonstrate knowledge or skills that reflect mastery of a developmental level.

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Guide to DRDP (2015) Views

Each view of the DRDP (2015) provides for the collection and reporting of valuable information about individual and group child developmental progress through measurement of knowledge, skills, and behaviors. The views vary in the number of measures that each include. When more measures are completed, the reports are more robust and informative for teachers and providers, administrators, and agencies.

DRDP (2015) View	Focus and Intended Users	Reports Provided
Infant/Toddler and Preschool Comprehensive View	The Comprehensive views provide for assessment of children's learning and development in domains related to **all** areas of the Infant/Toddler Learning and Development Foundations or Preschool Learning Foundations, covering the full range of learning and development that early childhood curricula generally cover. • All programs may use the Comprehensive View. • It is required for infants and toddlers with Individualized Family Service Plans (IFSPs). • It may be used for preschool-aged children with Individualized Education Programs (IFSPs). • Programs and providers may use the Comprehensive View to earn points on the Quality Counts California rating matrix.	Individual and group reports on children's developmental progress across all domains related to the Foundations. Meets all requirements for special education reporting.
Preschool Fundamental View	The Fundamental view provides for assessment of preschool children's learning and development in the key domains associated with school readiness. • All programs may use the Preschool Fundamental View. • It may be used for preschool-age children with Individualized Education Programs (IEPs). • Programs and providers may use the Fundamental View to earn points on the Quality Counts California rating matrix.	Individual and group reports on children's developmental progress in domains associated with school readiness. Meets all requirements for special education reporting.
Infant/Toddler and Preschool Essential View	The Essential views provide for assessment of children's learning and development with selected measures in key domains. • Programs and providers may use the Essential View to earn points on the Quality Counts California rating matrix.	Individual and group reports on children's developmental progress in subsets of key domains.

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The Eight Domains of the DRDP (2015)

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

Approaches to Learning–Self-Regulation (ATL-REG)

The ATL-REG domain assesses two related areas that are recognized as important for young children's school readiness and success: Approaches to Learning and Self-Regulation. These areas have been combined into one domain because of the strong connections between them. The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

Social and Emotional Development (SED)

The SED domain assesses children's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.

Language and Literacy Development (LLD)

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. Language and literacy skills in a child's first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. LLD measures should be completed for all infants, toddlers, and preschool-age children, including those who are dual language learners.

English-Language Development (ELD)

The ELD domain assesses the progress of children who are dual language learners in learning to communicate in English. The developmental progression described in the four ELD measures is related to the child's experiences with English, not the child's age. Keep in mind that children acquire English in different ways and at different rates. Factors that affect English acquisition include degree of exposure to English, level of support provided in their home/first language, and individual differences such as age of exposure to English or the structure of the child's home/first language. The ELD measures should be completed only for preschool-age children whose home language is other than English.

Cognition, Including Math and Science (COG)

The COG domain focuses on observation, exploration of people and objects, and investigation of objects and concepts. The knowledge or skill areas in this domain include spatial relationships, cause and effect, classification, number sense of quantity, number sense of math operations, measurement, patterning, shapes, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

Physical Development–Health (PD-HLTH)

The PD-HLTH domain assesses motor development and the development of routines related to personal care, safety, and nutrition. The knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, active physical play, nutrition, safety, and personal care routines (hygiene, feeding, dressing).

History-Social Science (HSS)

The HSS domain focuses on learning about the expectations of social situations, how to participate within a group, and the relationship between people and the environment in which they live. The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.

Visual and Performing Arts (VPA)

The VPA domain focuses on awareness and engagement in four areas of artistic expression. The knowledge or skill areas in this domain include visual art, music, drama, and dance.

About the Measures of the DRDP (2015)

The levels for each DRDP (2015) measure describe a developmental continuum, ranging from earlier developing to later developing competencies. The DRDP (2015) includes three types of continua:

- **Full Continuum Measures:** describe development from early infancy to early kindergarten. These measures should be used with all infants, toddlers, and preschool-age children.
- **Earlier Development Measures:** describe development that typically occurs from early infancy through early preschool ages and may be used with preschool-age children under specific conditions (identified as Conditional measures).
- **Later Development Measures:** describe development that typically occurs from early preschool ages to early kindergarten. These measures should be used with all preschool-age children.

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Conditional Measures for Preschool-Age Children

Some measures in the *DRDP Preschool Views* are considered conditional measures that are only assessed when certain conditions are met. These measures should be used if they assist teachers and service providers in planning a child's learning activities and supports, and documenting progress.

Conditional measures are used in three instances:

- If a preschool child has not developmentally moved beyond the last level of the four earlier-development measures.
- If a language other than English is spoken in the child's home.
- If the child is still working on the health measures (required for all children with IEPs).

Please note that the Earlier Development Measures, and the Physical Development and Health measures are required for children with IEPs.

Earlier Development Measures	Conditions Under Which to Assess
ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships	• Required for all preschool-age children with IEPs • Recommended for a preschool-age child whose development is not beyond the latest developmental level • If useful, select any or all of these four measures to assess • In the Essential view for preschool-age children, measures are not included.

English-Language Development Measures	Conditions Under Which to Assess
ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Response to English Literacy Activities ELD 4: Symbol, Letter, and Print Knowledge in English	• Used if a language other than English is spoken in the child's home as indicated on the Information Page • Used only with preschool-age children • Not used with children who are deaf or hard of hearing and not learning spoken language • If rated, complete all of the measures in the ELD domain*

Physical Development and Health Measures	Conditions Under Which to Assess
PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routines: Hygiene PD-HLTH 7: Personal Care Routines: Feeding PD-HLTH 8: Personal Care Routines: Dressing PD-HLTH 10: Nutrition	• In the Comprehensive view for preschool-age children, PD-HLTH 7 and 8 are conditional • In the Fundamental view for preschool-age children, PD-HLTH 5–8 and PD-HLTH 10 are conditional. • In the Essential view for preschool-age children, measures are not included • Required for all preschool-age children with IEPs • Recommended for preschool children when this information would be useful for documenting progress or planning this child's learning activities and supports

**Guidance for rating ELD measures for children who are dual language learners is provided in the section, "Young Dual Language Learners and the DRDP (2015)" on page Intro-2.*

The Developmental Levels

The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

Responding (Earlier, Later)

Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.

Exploring (Earlier, Middle, Later)

Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

Building (Earlier, Middle, Later)

Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

Integrating (Earlier)

Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

Note that the developmental levels for the ELD domain differ from the above format as they represent the developmental progression for the acquisition of English as a second language during the early childhood years.

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Definitions of Terms in the Navigation Maps

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

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

- **Full Continuum Measure:** Describes development from early infancy to early kindergarten.
- **Early Development Measure:** Describes development that typically occurs in infant/toddler and early preschool years.
- **Later Development Measure:** Describes development that typically occurs in the preschool years and early kindergarten.

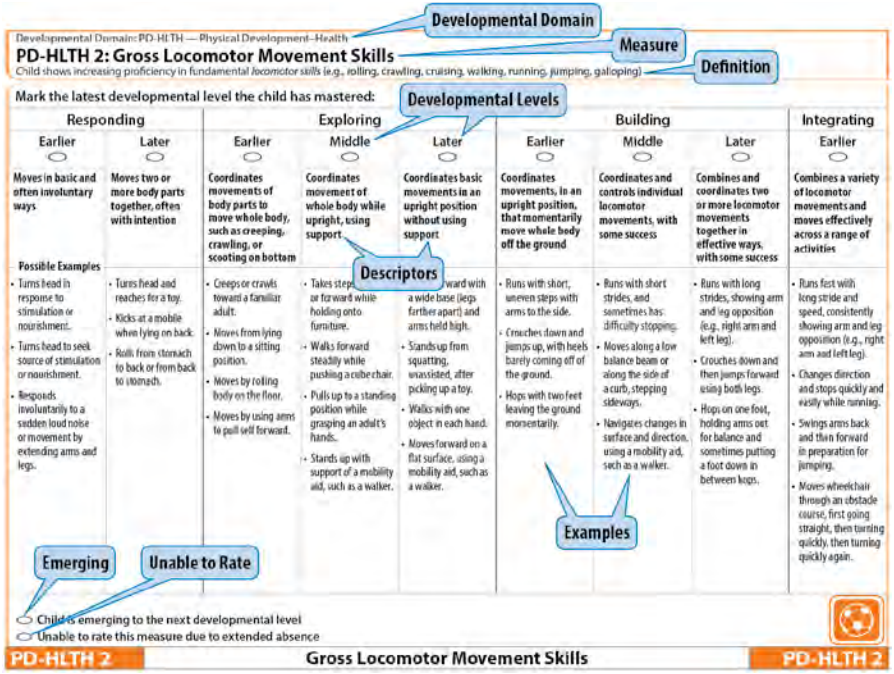
Definition: Specifies the aspects of development to be observed.

Developmental Level: A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

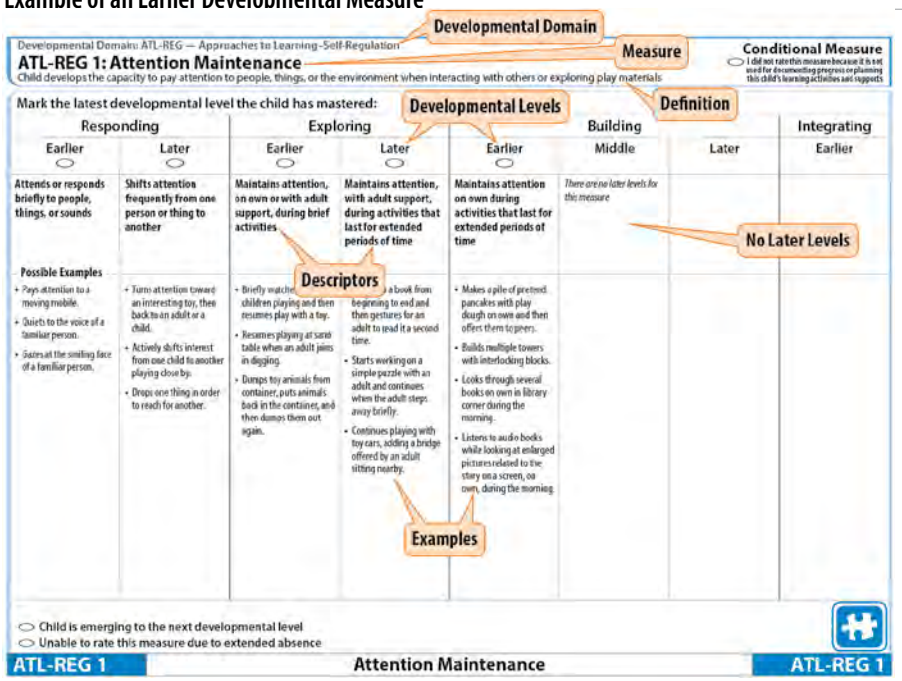
Descriptor: Defines the behaviors that would be observed for a child at that developmental level.

Example: Specific behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the DRDP are not the only way a child can demonstrate mastery of a developmental level.

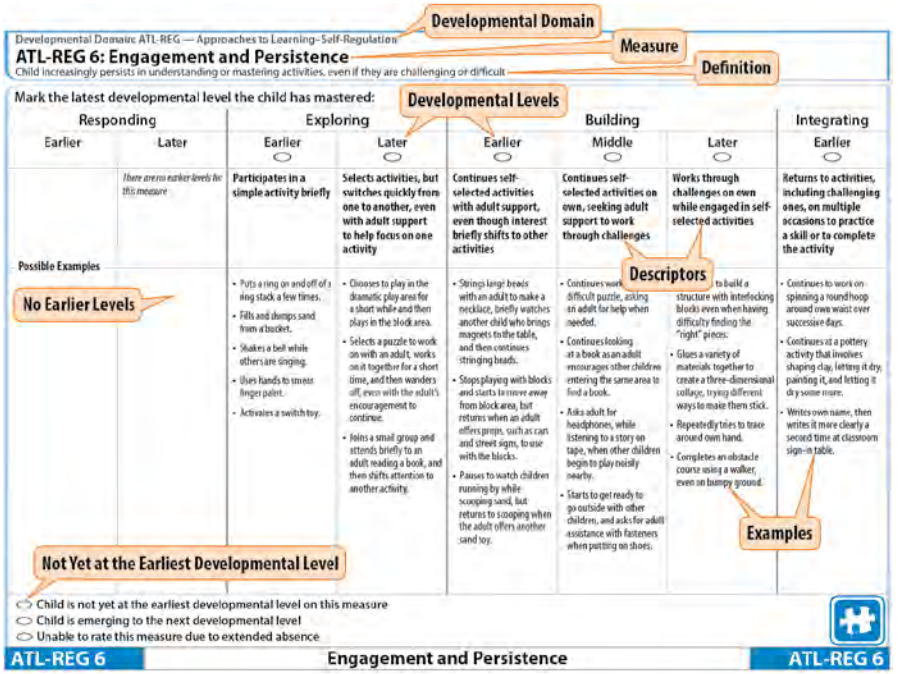
Example of a Full Continuum Measure



Example of an Earlier Developmental Measure



Example of a Later Developmental Measure



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The 3 Steps to Completing the DRDP (2015)

Step 1: Observation and Documentation

The DRDP (2015) focuses on the child's behavior, knowledge, and skills. To capture a child's behavior, the DRDP (2015) incorporates observation in natural settings.

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including spoken in the child's home language, signed, and through other communication modes (e.g., via a communication device). The teacher's and service provider's direct observations of a child are the primary method used to inform ratings and they should also use other sources of evidence to capture a more complete picture of a child's knowledge and skills. Other sources of evidence include the following:

- **Observations by others** – including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations
- **Other documentation** – including samples of children's work, photographs, and video/audio recordings of children's communication and behavior

Observations should occur over time, in typical settings:

- In the child's typical program or settings such as child care, classrooms, or home;
- As the child interacts in familiar environments and routines with people he or she knows; and
- As the child engages in typical activities and routines.

The Important Role of Families in the Documentation Process

Family members have repeated opportunities to observe their child's activities and interactions over time and in a variety of situations. Their perspectives, combined with teachers' and service providers' observations, provide a more complete and reliable picture of a child's typical behaviors. Inviting family members to share observations of their child's development and behavior is a recommended practice for the DRDP (2015). The opportunity to observe a child's level of mastery is greatest when the child is interacting with a familiar adult. Because of this, it is helpful to observe a child interacting with family members. This is especially true for children who are new to a program or at the earliest levels (Responding Earlier and Responding Later). These observations can inform assessment decisions for all domains. They are particularly important for the SED and LLD domains since social interaction and communication skills are learned through repeated interactions with familiar adults.

Observation and Documentation for Young Dual Language Learners

Young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. They may also code-switch, which is using more than one language within a conversation. Therefore, communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains. The adult who is conducting observations and collecting documentation should speak the child's home language. If not, the adult must receive assistance from another adult, who *does* speak the child's home language. This may be an assistant teacher, director, parent, or other adult who knows the child.

Dual Language Learners' Use of Code Switching

- Code switching is the use of multiple languages within a single conversation. It is a typical feature of learning two or more languages.
- As early as three years of age, children code switch to playfully experiment with the two languages and to serve their own social and communication goals. For example, children may code switch to emphasize or elaborate a point.
- Children might code switch when speaking with one person, or may use one language exclusively with one person and another language with another person.
- When children mix their two languages they use the grammatical rules of each language. For example, "I want leche" ["I want milk"] is an example of inserting a Spanish noun into a grammatically correct English sentence.

Using Adaptations

Adaptations are changes in the environment or differences in observed behavior that allow children with IFSPs or IEPs to demonstrate their knowledge and skills in typical environments. Seven broad categories of adaptations have been identified for children with IFSPs and IEPs for the DRDP (2015).

- The adaptations listed in the table below have been developed so that the assessment will more accurately measure a child's abilities rather than the impact of a child's disability (a more detailed description of the adaptations appears in Appendix D). Adaptations must be in place for the child during the normal course of the day, and they should also be in place during observations for the DRDP (2015). Everyone working with the child should be informed of any adaptations the child uses.
- New adaptations must not be introduced solely for the purpose of conducting the DRDP (2015) assessment.
- Consideration of adaptations should be made on a regular basis from early infancy and as the child develops and grows.

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Seven Categories of Adaptations

Augmentative or Alternative Communication System

Methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others.

Alternative Mode for Written Language

Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil (e.g., pencil, pen) well enough to produce written symbols.

Visual Support

Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.

Assistive Equipment or Device

Tools that make it possible or easier for a child to perform a task.

Functional Positioning

Strategic positioning and postural support that allow a child to have increased control of his body.

Sensory Support

Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.

Alternative Response Mode

Recognition that a child might demonstrate mastery of a skill in a unique way that differs from the child's typically developing peers.

➡ Step 2: Rating the Measures

Determining the Child's Latest Level of Mastery

For each of the measures, determine the latest developmental level the child has mastered, and mark it appropriately.

The Descriptors and Examples

Consider the descriptors first, and then the examples, to determine which developmental level is most consistent with your observations and other documentation of the child's typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child demonstrates most consistently.

Descriptors:

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

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

If the descriptor includes "or":

The child only needs to demonstrate the behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

- For example, the descriptor for Exploring Later in LLD 5: Interest in Literacy is:

  Looks at books on own briefly ***or*** *Chooses to join reading, singing, or rhyming activities led by an adult*

If the child EITHER looks at books on own briefly OR chooses to join reading, singing, or rhyming activities led by an adult, mastery can be rated at this level.

What is Mastery?

A developmental level is mastered if the child demonstrates the knowledge, skills, and behaviors defined at that level:

- ➡ Consistently over time
- ➡ In different situations or settings

Important notes about mastery:

- Children may demonstrate mastery of knowledge and skills through a variety of communication modes, languages, and behaviors.
- Many of the behaviors that you observe in determining a child's mastery level may not appear on the list of examples, although they are consistent with the descriptor.

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If a descriptor includes "and":

All parts of the descriptor are required for mastery and need to be observed together.

- For example, the descriptor for Building Earlier in ATL-REG 2: Self-Comforting is:

  Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways.

The child needs to demonstrate both anticipating a need for comfort and preparing self during the same observation.

If a descriptor includes a semi-colon (;) followed by "and":

The child must demonstrate all the behaviors listed to rate the level as mastered, but not necessarily during the same observation within a DRDP rating period.

- For example, the descriptor for Exploring Later in SED 3: Relationships and Social Interactions with Familiar Adults is:

  *Initiates activities with familiar adults**; and** Seeks out assistance or support from familiar adults.*

To be rated as mastered at this level, the child must BOTH initiate activities with familiar adults AND seek out assistance or support from familiar adults. The assessor does not have to observe both behaviors during the same observation within a DRDP rating period.

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

Examples:

Keep in mind these important points about examples:

- The examples are *not* a checklist of what the child must demonstrate to be rated at mastery of the knowledge, skills, or behaviors that reflect a developmental level.
- An example is *one of many possible ways* a child might demonstrate mastery of a developmental level. Teachers and service providers will identify other examples as they conduct their observations.
- Mastery is determined over time and across situations or settings.
- A child may not demonstrate any of the specific examples provided for a developmental level, but may demonstrate mastery in other ways that are consistent with the intent of the descriptor.
- Children demonstrate mastery in diverse and sometimes unique ways.
- Examples have not been written to include all areas of disability. Universal design is intended to support the inclusion of children with disabilities on the DRDP (2015). However, it is important to review the adaptations as well as understand the construct being measured when assessing children with disabilities.

Additional Rating Options

Emerging to the Next Developmental Level:

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

To indicate emerging:

- First, mark the developmental level the child has mastered.
- Then, mark "emerging" if the child also demonstrates behaviors described for the next developmental level.

Notes about Emerging:

- You may mark emerging when rating full-continuum measures with infants and toddlers if the child has mastered the last level that can be rated and the child demonstrates some behaviors in the level that follows.
- Do not mark emerging if the child has mastered the latest level on a measure.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

Child is Not Yet at the Earliest Developmental Level on a Later Development Measure:

If, after careful consideration, you determine that a preschool-age child is not yet demonstrating mastery of the earliest level of a later development measure, mark "Child is not yet at the earliest developmental level on this measure."

Unable to Rate due to extended absence:

- This is used only when the child is absent from the program for such an extended period of time during the four to six weeks prior to submitting your DRDP data that you could not gather information to rate the measures.
- The following are NOT valid reasons to indicate Unable to Rate:
  - Not having enough time or enough information
  - The nature of a child's disability or the severity of a child's disability

The Responding Earlier level is designed to be inclusive of all children. Mark this earliest level unless the child demonstrates skills at a later level. Do not use Unable to Rate because you feel a child does not demonstrate the skills for the earliest level.

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Rating Conditional Measures

If you are using the conditional measures for a preschool-age child, mark them on the Rating Record according to the following guidance:

Earlier Development Measures	How to Mark the DRDP
ATL-REG 1: Attention Maintenance ATL-REG 2: Self-Comforting ATL-REG 3: Imitation COG 1: Spatial Relationships	• These measures are required for all preschool-age children with IEPs • If the measure is rated, determine the child's latest level of mastery and mark accordingly • If the measure is not rated, mark the box, "Measure not rated: this child's development is beyond the latest developmental level"

English-Language Development Measures	How to Mark the DRDP
ELD 1: Comprehension of English (Receptive English) ELD 2: Self-Expression in English (Expressive English) ELD 3: Understanding and Response to English Literacy Activities ELD 4: Symbol, Letter, and Print Knowledge in English	• If these measures are rated, determine the child's latest level of mastery and mark accordingly • Check the box on the Information Page about the child's home language • Not required for children who are deaf or hard of hearing who are not learning a spoken language • If these measures are not rated, mark the box, "Measure not rated: English is the only language spoken in this child's home."

Physical Development and Health Measures	How to Mark the DRDP
PD-HLTH 5: Safety PD-HLTH 6: Personal Care Routines: Hygiene PD-HLTH 7: Personal Care Routines: Feeding PD-HLTH 8: Personal Care Routines: Dressing PD-HLTH 10: Nutrition	• These measures are required for preschool-age children with IEPs • In the Comprehensive View, PD-HLTH 7 and 8 are conditional. • In the Fundamental View, PD-HLTH 5–8 and PD-HLTH 10 are conditional. • If these measures are rated, determine the level of mastery and mark accordingly • If these measures are not rated, check the box, "I did not rate this measure because it is not used for documenting progress or planning this child's learning activities and supports"

➡ Step 3: Finalize the Assessment

To finalize, simply review the assessment to make sure that you have entered a rating for all of the measures and that the Information Page is complete and up-to-date:

- For Early Learning and Care Division (ELCD) programs: enter your ratings into DRDP Online,
- For Special Education Division (SED) programs: enter your ratings into your SELPA's MIS system. Check with your administrator for when and to whom your Rating Records are due.

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DRDP (2015)

Early Education Information Page

An Early Childhood Developmental Continuum

For use with Early Care and Education Programs

1a. Child's first name (Legal): _____

1b. Child's last name (Legal): _____

Date DRDP (2015) was completed (mm/dd/yyyy) _____ / _____ / _____

Assessment period (e.g., Fall 2016) _____

Child Information

2. Statewide Student Identifier (10-digit SSID) _____

3. Agency Identifier _____

(agency identifier and statewide student identifier can be the same)

4. Child's classroom or setting: _____

5. Birth date (mm/dd/yyyy): _____ / _____ / _____

6. Gender ☐ Male ☐ Female ☐ Non-binary

7. Initial date of enrollment in early childhood program (mm/dd/yyyy): _____ / _____ / _____

Date child was withdrawn from the program (mm/dd/yyyy): _____ / _____ / _____

8a. What is this child's ethnicity?

☐ Yes, Hispanic or Latino ☐ No, not Hispanic or Latino

8b. What is this child's race? *Mark one or more races to indicate what this child considers himself/herself to be.*

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

17. Does this child have an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP)? ☐ Yes ☐ No ☐ Don't know

Observer Information

9. Agency: _____ **Site:** _____

10. Your name: _____ **Title:** _____

11. Are you the primary teacher working with this child?

☐ Yes

☐ No (specify your relationship to the child): _____

12. Did another adult assist you with assessing this child?

☐ Yes (role/relation): _____

☐ No

Child's Language Information

13. Child's home language(s): _____

Is a language other than English spoken in the child's home? ☐ Yes ☐ No

If yes, the ELD measures must be completed for a preschool-age child

14. What language(s) do you speak with this child? _____

15. Did someone who understands and uses the child's home language assist you with completing the observation?

☐ Yes, role/relation: _____

☐ No ☐ Not applicable *(I understand and use the child's home language)*

16. Child is enrolled in: Check all that apply.

- ☐ State Infant/Toddler Program
- ☐ State Preschool
- ☐ Head Start
- ☐ Early Head Start
- ☐ Child Care Center
- ☐ Other: _____
- ☐ Tribal Head Start
- ☐ Migrant
- ☐ First 5
- ☐ Title 1
- ☐ Family Child Care Home

Child's tuition fees are:

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

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DRDP (2015)

Special Education Information Page

An Early Childhood Developmental Continuum

For use with Early Intervention and Early Childhood Special Education Programs

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

Child Information

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

Child's Language Information

10. **Child's home language(s):**
    - ☐ English
    - ☐ Spanish
    - ☐ Vietnamese
    - ☐ Cantonese
    - ☐ Hmong
    - ☐ Tagalog/Pilipino
    - ☐ Other (specify) _____

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

12. **Is a language other than English spoken in the child's home?** ☐ Yes ☐ No
    If yes, complete the ELD measures for a preschool-age child.
    If the child is Deaf or Hard of Hearing and not learning a spoken language, mark "No" and do not complete the ELD measures.

Child's Ethnicity

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

13b. **What is the race of this child?** *Check up to three.*

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

Special Education Information

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

15. **Adaptations used in the assessment.** *Check all that apply.*
    - ☐ Augmentative or alternative communication system
    - ☐ Alternative mode for written language
    - ☐ Visual support
    - ☐ Assistive equipment or device
    - ☐ Functional positioning
    - ☐ Sensory support
    - ☐ Alternative response mode
    - ☐ None

Program Information

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

Assessment Information

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

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

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Quick Guide to Rating the Measures

1. Review your documentation/evidence.

Review your own observation notes, observations from others (including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations), and other documentation, including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.

2. Carefully read the definition and the descriptors, looking for mastery.

Read the descriptors before you read the examples. As you read the descriptors, try to narrow down which one is most consistent with your observations and other documentation of the child's typical behavior. A developmental level is mastered if the child demonstrates the knowledge, behaviors, and skills defined at that level:

- Consistently over time
- In different situations or settings

Important Note: *When reading the descriptors, be sure you understand and pay attention to semicolons and the words "or" and "and."* Most descriptors define a single skill or behavior, but some include more than one. If the descriptor includes:

- The word "or," the child only needs to demonstrate the behavior in one of the ways listed for the developmental level to be considered mastered.
- The word "and," all parts of the descriptor are required for mastery and need to be observed together.
- A semi-colon (;) followed by the word "and," the child must demonstrate all the behaviors listed to master the level, but not necessarily during the same observation.

3. After you read the descriptors, consider the examples.

The examples represent only some of the possible ways a child might demonstrate mastery. They are not a checklist of what the child must demonstrate. It is possible that a child does not demonstrate any of the specific examples provided, but does demonstrate mastery in other ways that are consistent with the intent of the descriptor.

4. Based on your careful reading of the descriptors and examples and a review of your documentation, determine the child's level of mastery.

Once you've determined the latest developmental level the child has mastered, mark it appropriately.

5. Indicate if the child is emerging to the next level (when the option to mark emerging is available).

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

Remember, the examples illustrate only some of the many ways a child may demonstrate mastery.

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DRDP (2015)

Early Education PS Comprehensive View

Rating Record

An Early Childhood Developmental Continuum

For use with Preschool-age Children in Early Care and Education Programs

Child's Name (First and Last): _____

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Date DRDP (2015) was completed (e.g., 09/07/2014) _____ / _____ / _____
month day year

The Rating Record is to be used with the DRDP (2015) Instrument to keep track of each child's developmental levels as you complete the assessment. Mark the developmental level the child has mastered for every measure.

Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	Conditional Measure (not rated)	EM	UR
ATL-REG 1	**Attention Maintenance***	■	■	■		■	■					○	■	■
ATL-REG 2	**Self-Comforting***	■	■	■		■	■					○	■	■
ATL-REG 3	**Imitation***	■	■	■		■	■					○	■	■
ATL-REG 4	**Curiosity and Initiative in Learning**	■	■	■		■	■	○	○	○			■	■
ATL-REG 5	**Self-Control of Feelings and Behavior**	■	■	■		■	■	○	○	○			■	■
ATL-REG 6	**Engagement and Persistence**			○		○	○	○	○	○	○		□	□
ATL-REG 7	**Shared Use of Space and Materials**			○		○	○	○	○	○	○		□	□
SED 1	**Identity of Self in Relation to Others**	■	■	■		■	■	○	○	○			■	■
SED 2	**Social and Emotional Understanding**	■	■	■		■	■	○	○	○			■	■
SED 3	**Relationships and Social Interactions with Familiar Adults**	■	■	■		■	■	○	○	○			■	■
SED 4	**Relationships and Social Interactions with Peers**	■	■	■		■	■	○	○	○			■	■
SED 5	**Symbolic and Sociodramatic Play**	■	■	■		■	■	○	○	○			■	■
LLD 1	**Understanding of Language (Receptive)**	■	■	■	■	■	■	○	○	○			■	■
LLD 2	**Responsiveness to Language**	■	■	■		■	■	○	○	○			■	■
LLD 3	**Communication and Use of Language (Expressive)**	■	■	■	■	■	■	○	○	○			■	■
LLD 4	**Reciprocal Communication and Conversation**	■	■	■	■	■	■	○	○	○			■	■
LLD 5	**Interest in Literacy**	■	■	■		■	■	○	○	○			■	■
LLD 6	**Comprehension of Age-Appropriate Text**				○	○	○	○	○	○	○		□	□
LLD 7	**Concepts about Print**				○	○	○	○	○	○	○		□	□
LLD 8	**Phonological Awareness**				○	○	○	○	○	○	○		□	□
LLD 9	**Letter and Word Knowledge**				○	○	○	○	○	○	○		□	□
LLD 10	**Emergent Writing**				○	○	○	○	○	○	○		□	□

Measure	Measure Name	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English	Conditional Measure (not rated)	EM	UR
ELD 1	**Comprehension of English (Receptive English)**	○	○	○	○	○	○	○	□	□
ELD 2	**Self-Expression in English (Expressive English)**	○	○	○	○	○	○	○	□	□
ELD 3	**Understanding and Response to English Literacy Activities**	○	○	○	○	○	○	○	□	□
ELD 4	**Symbol, Letter, and Print Knowledge in English**	○	○	○	○	○	○	○	□	□

*These measures required for children with IEPs.

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DRDP (2015)

PS Comprehensive View Rating Record

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Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	Conditional Measure (not rated)	EM	UR
COG 1	**Spatial Relationships***	○	○	○		○	○					○	☐	☐
COG 2	**Classification**	○	○	○		○	○	○	○	○			☐	☐
COG 3	**Number Sense of Quantity**	○	○	○		○	○	○	○	○			☐	☐
COG 4	**Number Sense of Math Operations**			○		○	○	○	○	○	○		☐	☐
COG 5	**Measurement**			○		○	○	○	○	○	○		☐	☐
COG 6	**Patterning**			○		○	○	○	○	○	○		☐	☐
COG 7	**Shapes**			○		○	○	○	○	○	○		☐	☐
COG 8	**Cause and Effect**	○	○	○		○	○	○	○	○			☐	☐
COG 9	**Inquiry Through Observation and Investigation**	○	○	○		○	○	○	○	○			☐	☐
COG 10	**Documentation and Communication of Inquiry**			○		○	○	○	○	○	○		☐	☐
COG 11	**Knowledge of the Natural World**	○	○	○		○	○	○	○	○			☐	☐
PD-HLTH 1	**Perceptual-Motor Skills and Movement Concepts**	○	○	○		○	○	○	○	○			☐	☐
PD-HLTH 2	**Gross Locomotor Movement Skills**	○	○	○	○	○	○	○	○	○			☐	☐
PD-HLTH 3	**Gross Motor Manipulative Skills**	○	○	○	○	○	○	○	○	○			☐	☐
PD-HLTH 4	**Fine Motor Manipulative Skills**	○	○	○	○	○	○	○	○	○			☐	☐
PD-HLTH 5	**Safety**	○	○	○		○	○	○	○	○			☐	☐
PD-HLTH 6	**Personal Care Routines: Hygiene**	○	○	○		○	○	○	○	○			☐	☐
PD-HLTH 7	**Personal Care Routines: Feeding***	○	○	○		○	○		○	○		○	☐	☐
PD-HLTH 8	**Personal Care Routines: Dressing***	○	○	○		○	○		○	○		○	☐	☐
PD-HLTH 9	**Active Physical Play**				○	○	○	○	○	○	○		☐	☐
PD-HLTH 10	**Nutrition**				○	○	○	○	○	○	○		☐	☐
HSS 1	**Sense of Time**				○	○	○	○	○	○	○		☐	☐
HSS 2	**Sense of Place**				○	○	○	○	○	○	○		☐	☐
HSS 3	**Ecology**				○	○	○	○	○	○	○		☐	☐
HSS 4	**Conflict Negotiation**				○	○	○	○	○	○	○		☐	☐
HSS 5	**Responsible Conduct as a Group Member**				○	○	○	○	○	○	○		☐	☐
VPA 1	**Visual Art**				○	○	○	○	○	○	○		☐	☐
VPA 2	**Music**				○	○	○	○	○	○	○		☐	☐
VPA 3	**Drama**				○	○	○	○	○	○	○		☐	☐
VPA 4	**Dance**				○	○	○	○	○	○	○		☐	☐

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Special Education PS Comprehensive View

Rating Record

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month day year

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Measure	Measure Name	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier	Not yet	EM	UR
ATL-REG 1	Attention Maintenance	○	○	○		○	○					☐	☐
ATL-REG 2	Self-Comforting	○	○	○		○	○					☐	☐
ATL-REG 3	Imitation	○	○	○		○	○					☐	☐
ATL-REG 4	Curiosity and Initiative in Learning	○	○	○		○	○	○	○	○		☐	☐
ATL-REG 5	Self-Control of Feelings and Behavior	○	○	○		○	○	○	○	○		☐	☐
ATL-REG 6	Engagement and Persistence			○		○	○	○	○	○	○	☐	☐
ATL-REG 7	Shared Use of Space and Materials			○		○	○	○	○	○	○	☐	☐
SED 1	Identity of Self in Relation to Others	○	○	○		○	○	○	○	○		☐	☐
SED 2	Social and Emotional Understanding	○	○	○		○	○	○	○	○		☐	☐
SED 3	Relationships and Social Interactions with Familiar Adults	○	○	○		○	○	○	○	○		☐	☐
SED 4	Relationships and Social Interactions with Peers	○	○	○		○	○	○	○	○		☐	☐
SED 5	Symbolic and Sociodramatic Play	○	○	○		○	○	○	○	○		☐	☐
LLD 1	Understanding of Language (Receptive)	○	○	○	○	○	○	○	○	○		☐	☐
LLD 2	Responsiveness to Language	○	○	○		○	○	○	○	○		☐	☐
LLD 3	Communication and Use of Language (Expressive)	○	○	○	○	○	○	○	○	○		☐	☐
LLD 4	Reciprocal Communication and Conversation	○	○	○	○	○	○	○	○	○		☐	☐
LLD 5	Interest in Literacy	○	○	○		○	○	○	○	○		☐	☐
LLD 6	Comprehension of Age-Appropriate Text				○	○	○	○	○	○	○	☐	☐
LLD 7	Concepts about Print				○	○	○	○	○	○	○	☐	☐
LLD 8	Phonological Awareness				○	○	○	○	○	○	○	☐	☐
LLD 9	Letter and Word Knowledge				○	○	○	○	○	○	○	☐	☐
LLD 10	Emergent Writing				○	○	○	○	○	○	○	☐	☐

Measure	Measure Name	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English	Conditional Measure (not rated)	EM	UR
ELD 1	Comprehension of English (Receptive English)	○	○	○	○	○	○	○	☐	☐
ELD 2	Self-Expression in English (Expressive English)	○	○	○	○	○	○	○	☐	☐
ELD 3	Understanding and Response to English Literacy Activities	○	○	○	○	○	○	○	☐	☐
ELD 4	Symbol, Letter, and Print Knowledge in English	○	○	○	○	○	○	○	☐	☐

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COG 1	Spatial Relationships	○	○	○		○	○					☐	☐
COG 2	Classification	○	○	○		○	○	○	○	○		☐	☐
COG 3	Number Sense of Quantity	■	■	■		■	■	○	○	○		■	■
COG 4	Number Sense of Math Operations			○		○	○	○	○	○	○	☐	☐
COG 5	Measurement			○		○	○	○	○	○	○	☐	☐
COG 6	Patterning			○		○	○	○	○	○	○	☐	☐
COG 7	Shapes			○		○	○	○	○	○	○	☐	☐
PD-HLTH 1	Perceptual-Motor Skills and Movement Concepts	○	○	○		○	○	○	○	○		☐	☐
PD-HLTH 2	Gross Locomotor Movement Skills	○	○	○	○	○	○	○	○	○		☐	☐
PD-HLTH 3	Gross Motor Manipulative Skills	○	○	○	○	○	○	○	○	○		☐	☐
PD-HLTH 4	Fine Motor Manipulative Skills	■	■	■	■	■	■	○	○	○		■	■
PD-HLTH 5	Safety	○	○	○		○	○	○	○	○		☐	☐
PD-HLTH 6	Personal Care Routines: Hygiene	○	○	○		○	○	○	○	○		☐	☐
PD-HLTH 7	Personal Care Routines: Feeding	○	○	○		○	○		○	○		☐	☐
PD-HLTH 8	Personal Care Routines: Dressing	○	○	○		○	○		○	○		☐	☐
PD-HLTH 9	Active Physical Play				○	○	○	○	○	○	○	☐	☐
PD-HLTH 10	Nutrition				○	○	○	○	○	○	○	☐	☐
HSS 1	Sense of Time				○	○	○	○	○	○	○	☐	☐
HSS 2	Sense of Place				○	○	○	○	○	○	○	☐	☐
HSS 3	Ecology				○	○	○	○	○	○	○	☐	☐
HSS 4	Conflict Negotiation				○	○	○	○	○	○	○	☐	☐
HSS 5	Responsible Conduct as a Group Member				○	○	○	○	○	○	○	☐	☐
VPA 1	Visual Art				○	○	○	○	○	○	○	☐	☐
VPA 2	Music				○	○	○	○	○	○	○	☐	☐
VPA 3	Drama				○	○	○	○	○	○	○	☐	☐
VPA 4	Dance				○	○	○	○	○	○	○	☐	☐

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An Early Childhood Developmental Continuum

Summary of Measures in Preschool Views

Domain Name: Approaches to Learning–Self-Regulation • Domain Abbreviation: ATL-REG

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Attention Maintenance	Conditional	Conditional	Not included
2	Self-Comforting	Conditional	Conditional	Not included
3	Imitation	Conditional	Conditional	Not included
4	Curiosity and Initiative in Learning	Required	Required	Required
5	Self-Control of Feelings and Behavior	Required	Required	Required
6	Engagement and Persistence	Required	Required	Required
7	Shared Use of Space and Materials	Required	Required	Required

Domain Name: Social and Emotional Development • Domain Abbreviation: SED

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Identity of Self in Relation to Others	Required	Required	Required
2	Social and Emotional Understanding	Required	Required	Required
3	Relationships and Social Interactions with Familiar Adults	Required	Required	Required
4	Relationships and Social Interactions with Peers	Required	Required	Required
5	Symbolic and Sociodramatic Play	Required	Required	Not included

Domain Name: Language and Literacy Development • Domain Abbreviation: LLD

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Understanding of Language (Receptive)	Required	Required	Required
2	Responsiveness to Language	Required	Required	Not included
3	Communication and Use of Language (Expressive)	Required	Required	Required
4	Reciprocal Communication and Conversation	Required	Required	Required
5	Interest in Literacy	Required	Required	Not included
6	Comprehension of Age-Appropriate Text	Required	Required	Required
7	Concepts About Print	Required	Required	Not included
8	Phonological Awareness	Required	Required	Required
9	Letter and Word Knowledge	Required	Required	Required
10	Emergent Writing	Required	Required	Required

Domain Name: English Language Development • Domain Abbreviation: ELD

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Comprehension of English (Receptive English)	Conditional	Conditional	Conditional
2	Self-Expression in English (Expressive English)	Conditional	Conditional	Conditional
3	Understanding and Response to English Literacy Activities	Conditional	Conditional	Conditional
4	Symbol, Letter, and Print Knowledge in English	Conditional	Conditional	Conditional

Domain Name: Cognition, Including Math and Science • Domain Abbreviation: COG

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Spatial Relationships	Conditional	Conditional	Not included
2	Classification	Required	Required	Required
3	Number Sense of Quantity	Required	Required	Required
4	Number Sense of Math Operations	Required	Required	Required
5	Measurement	Required	Required	Required
6	Patterning	Required	Required	Required
7	Shapes	Required	Required	Required
8	Cause and Effect	Required	Not included	Not included
9	Inquiry Through Observation and Investigation	Required	Not included	Not included
10	Documentation and Communication of Inquiry	Required	Not included	Not included
11	Knowledge of the Natural World	Required	Not included	Not included

Domain Name: Physical Development–Health • Domain Abbreviation: PD-HLTH

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Perceptual-Motor Skills and Movement Concepts	Required	Required	Required
2	Gross Locomotor Movement Skills	Required	Required	Required
3	Gross Motor Manipulative Skills	Required	Required	Required
4	Fine Motor Manipulative Skills	Required	Required	Required
5	Safety	Required	Conditional	Not included
6	Personal Care Routines: Hygiene	Required	Conditional	Not included
7	Personal Care Routines: Feeding	Conditional	Conditional	Not included
8	Personal Care Routines: Dressing	Conditional	Conditional	Not included
9	Active Physical Play	Required	Required	Not included
10	Nutrition	Required	Conditional	Not included

Domain Name: History–Social Science • Domain Abbreviation: HSS

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Sense of Time	Required	Not included	Not included
2	Sense of Place	Required	Not included	Not included
3	Ecology	Required	Not included	Not included
4	Conflict Negotiation	Required	Not included	Not included
5	Responsible Conduct as a Group Member	Required	Not included	Not included

Domain Name: Visual and Performing Arts • Domain Abbreviation: VPA

Number	Measure Name	Comprehensive	Fundamental	Essential
1	Visual Art	Required	Not included	Not included
2	Music	Required	Not included	Not included
3	Drama	Required	Not included	Not included
4	Dance	Required	Not included	Not included

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An Early Childhood Developmental Continuum

Measures at-a-Glance

Preschool Comprehensive View

Domain Name: Approaches to Learning–Self-Regulation • Domain Abbreviation: ATL-REG

Number	Measure Name	Page Number
1	Attention Maintenance*	1
2	Self-Comforting*	2
3	Imitation*	3
4	Curiosity and Initiative in Learning	4
5	Self-Control of Feelings and Behavior	5
6	Engagement and Persistence	6
7	Shared Use of Space and Materials	7

Domain Name: Social and Emotional Development • Domain Abbreviation: SED

Number	Measure Name	Page Number
1	Identity of Self in Relation to Others	8
2	Social and Emotional Understanding	9
3	Relationships and Social Interactions with Familiar Adults	10
4	Relationships and Social Interactions with Peers	11
5	Symbolic and Sociodramatic Play	12

Domain Name: Language and Literacy Development • Domain Abbreviation: LLD

Number	Measure Name	Page Number
1	Understanding of Language (Receptive)	13
2	Responsiveness to Language	14
3	Communication and Use of Language (Expressive)	15
4	Reciprocal Communication and Conversation	16
5	Interest in Literacy	17
6	Comprehension of Age-Appropriate Text	18
7	Concepts About Print	19
8	Phonological Awareness	20
9	Letter and Word Knowledge	21
10	Emergent Writing	22

Domain Name: English Language Development • Domain Abbreviation: ELD

Number	Measure Name	Page Number
1	Comprehension of English (Receptive English)*	23
2	Self-Expression in English (Expressive English)*	24
3	Understanding and Response to English Literacy Activities*	25
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Domain Name: Cognition, Including Math and Science • Domain Abbreviation: COG

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4	Number Sense of Math Operations	30
5	Measurement	31
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8	Cause and Effect	34
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Domain Name: Physical Development–Health • Domain Abbreviation: PD-HLTH

Number	Measure Name	Page Number
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Domain Name: History–Social Science • Domain Abbreviation: HSS

Number	Measure Name	Page Number
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Domain Name: Visual and Performing Arts • Domain Abbreviation: VPA

Number	Measure Name	Page Number
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*Conditional Measures

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ATL-REG 1: Attention Maintenance

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

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

Mark the latest developmental level the child has mastered:

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

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

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ATL-REG 2: Self-Comforting

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

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

Mark the latest developmental level the child has mastered:

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

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Unable to rate this measure due to extended absence

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ATL-REG 3: Imitation

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

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

Mark the latest developmental level the child has mastered:

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

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

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ATL-REG 4: Curiosity and Initiative in Learning

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
							✔
Responds to people, things, or sounds	**Notices new or unexpected characteristics or actions of people or things**	**Explores people or things in the immediate environment**	**Explores new ways to use familiar things, including simple trial and error**	**Explores through simple observations, or manipulations, or asking simple questions**	**Explores by engaging in specific observations, manipulations, or by asking specific questions**	**Carries out simple investigations using familiar strategies, tools, or sources of information**	**Carries out multi-step investigations, using a variety of strategies, tools, or sources of information**
Possible Examples • Orients toward a noise. • Turns head toward a person who comes into view or begins talking. • Looks at a mobile.	**Possible Examples** • Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise. • Smiles when an adult begins singing a song. • Moves arms or legs when a mobile begins moving overhead.	**Possible Examples** • Bangs a drum with hands repeatedly. • Touches hair of another child. • Pats, pulls on, or turns pages of a board book. • Watches intently as an adult prepares snack.	**Possible Examples** • Paints on paper and on arm when given a paintbrush and paint. • Molds sand using a cup. • Tries using utensils to work with play dough.	**Possible Examples** • Moves around a fish bowl to continue watching a fish as it swims around objects. • Drops a marble in a maze and follows its path as it rolls to the bottom. • Asks, "What's that doing?" when seeing or hearing a bulldozer across the street while on a neighborhood walk.	**Possible Examples** • Puts a dry sponge in water and then squeezes it to see what happens. • Observes a snail and asks, "Why do snails have shells?" • Compares color or shape of leaves gathered on a nature walk.	**Possible Examples** • Uses a magnetic wand to figure out which objects on a table it will lift up. • Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs. • Places a variety of objects in water to see which will float and which will sink. • Uses a communication device to learn about the new pet guinea pig.	**Possible Examples** • Examines images from informational books or a computer to learn about the habitats of different animals. • Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall. • Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.

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▬ Unable to rate this measure due to extended absence

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

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Calms when comforted by an adult	**Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult**	**Calms self when a familiar adult initiates contact, moves close, or offers a special thing**	**Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations**	**Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support**	**Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed**	**Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors**	**Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors**
Possible Examples • Lessens or stops crying when picked up by an adult. • Relaxes in an adult's arms when being held. • Quiets to the voice of a familiar adult.	**Possible Examples** • Reaches toward a familiar adult to be comforted and nestles into the adult when held. • Vocalizes to a familiar adult and calms when the adult reaches over to pat child's stomach. • Looks toward a familiar adult when startled, and relaxes when picked up.	**Possible Examples** • Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look. • Stops crying after an adult offers a toy similar to the toy another child took. • Calms when an adult moves to sit closer on the floor.	**Possible Examples** • Lets go of another child's toy and accepts a different toy after a familiar adult communicates, "She's playing with the blue truck. You can use the red one." • Gets a towel when an adult suggests that they work together to clean up a spill that the child is upset about. • Accepts an adult's invitation to move closer, after noticing child's worried look when an unfamiliar adult enters the room.	**Possible Examples** • Waits to ride a favorite tricycle without trying to take it from another child. • Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, "Do you want to make it again?" • Frowns, but goes to play with something else, when an adult communicates that it is not yet time to go outside.	**Possible Examples** • Insists that another child return a favorite doll, but when refused, asks a familiar adult for help. • Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking. • Communicates, "Tôi muốn ngồi ở đây," ["I want to sit here," in Vietnamese], when upset that there are no empty chairs near a friend.	**Possible Examples** • Offers a toy in exchange when another child has a desired toy. • Asks another child who is painting at an easel, "When is it my turn? I've been waiting." • Leaves the block area after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children in play.	**Possible Examples** • Communicates, "I want a turn. Can I use the scooter after you go around two times?" after watching another child ride for a while. • Communicates, "Don't push!" to another child trying to fit at the water table, and then says, "Here's a place," and moves over. • Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story. • Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.

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▬ Unable to rate this measure due to extended absence

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ATL-REG 6: Engagement and Persistence

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Participates in a simple activity briefly**	**Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity**	**Continues self-selected activities with adult support, even though interest briefly shifts to other activities**	**Continues self-selected activities on own, seeking adult support to work through challenges**	**Works through challenges on own while engaged in self-selected activities**	**Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity**
		Possible Examples • Puts a ring on and off of a ring stack a few times. • Fills and dumps sand from a bucket. • Shakes a bell while others are singing. • Uses hands to smear finger paint. • Activates a switch toy.	**Possible Examples** • Chooses to play in the dramatic play area for a short while and then plays in the block area. • Selects a puzzle to work on with an adult, works on it together for a short time, and then wanders off, even with the adult's encouragement to continue. • Joins a small group and attends briefly to an adult reading a book, and then shifts attention to another activity.	**Possible Examples** • Strings large beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. • Stops playing with blocks and starts to move away from block area, but returns when an adult offers props, such as cars and street signs, to use with the blocks. • Pauses to watch children running by while scooping sand, but returns to scooping when the adult offers another sand toy.	**Possible Examples** • Continues working on a difficult puzzle, asking an adult for help when needed. • Continues looking at a book as an adult encourages other children entering the same area to find a book. • Asks adult for headphones, while listening to a story on tape, when other children begin to play noisily nearby. • Starts to get ready to go outside with other children, and asks for adult assistance with fasteners when putting on shoes.	**Possible Examples** • Continues to build a structure with interlocking blocks even when having difficulty finding the "right" pieces. • Glues a variety of materials together to create a three-dimensional collage, trying different ways to make them stick. • Repeatedly tries to trace around own hand. • Completes an obstacle course using a walker, even on bumpy ground.	**Possible Examples** • Continues to work on spinning a round hoop around own waist over successive days. • Continues at a pottery activity that involves shaping clay, letting it dry, painting it, and letting it dry some more. • Writes own name, then writes it more clearly a second time at classroom sign-in table.

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

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ATL-REG 7: Shared Use of Space and Materials

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Demonstrates preferences for a few specific toys or materials**	**Takes and plays with materials of interest, even when they are being used by another child**	**Shows awareness that other children might want to use materials, by taking action to control the materials**	**Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children**	**Follows expectations or procedures for sharing, most of the time, without adult prompting**	**Offers to share space or materials with others in the absence of explicit expectations for sharing**
		Possible Examples • Chooses to play with doll with red hair on repeated occasions. • Chooses to play with the same toy dinosaur every day. • Selects the green marker every time when at the art table.	**Possible Examples** • Takes another child's toy, and seems surprised by the other child's protest. • Picks up a purple marker after another child put it down momentarily to do something else. • Squeezes in between other children at the water table, making it difficult for the other children to continue their play.	**Possible Examples** • Keeps all of the crayons nearby even if only using one or two colors. • Communicates, "Es mía," ["It's mine," in Spanish], when another child reaches for a red cape. • Places favorite dolls behind back when other children are playing in the doll area.	**Possible Examples** • Holds onto big brushes while painting at the table, but then gives other children some big brushes, with adult prompting. • Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table. • Lets another child take a book from a pile nearby, but holds onto a few favorite books.	**Possible Examples** • Communicates to another child, "That's mine [referring to a carpet square]. Go get one from the pile over there," while getting ready for story time. • Gets riding toys out of the shed to give to other children, according to the usual classroom practice. • Communicates, "It's my turn when you are done," to a child who is using the tricycle. • Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list.	**Possible Examples** • Brings a carpet square to another child while getting ready for story time, without being asked. • Makes room for another child who wants to join in building a spaceship, and then offers a piece for the child to add. • Uses a communication device to ask another child to join in making a necklace.

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

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SED 1: Identity of Self in Relation to Others

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds in basic ways to others	**Uses senses to explore self and others**	**Recognizes self and familiar people**	**Communicates own name and names of familiar people (e.g., "dada," "mama," "grandma," or sibling's name)**	**Expresses simple ideas about self and connection to others**	**Describes self on others based on physical characteristics**	**Describes own preferences or feelings;** ***and*** **Describes the feelings or desires of family members, friends, or other familiar people**	**Compares own preferences or feelings to those of others**
Possible Examples • Attends to a familiar adult during feeding. • Quiets when hears a familiar adult. • Grasps an adult's finger when palm of child's hand is touched.	**Possible Examples** • Examines own hand or foot by looking at it or mouthing it. • Touches others' hair when it is within reach. • Plays with sound by repeating grunts and squeals.	**Possible Examples** • Orients toward a familiar adult when own name is spoken or signed. • Points to picture of self on the wall. • Smiles when a familiar adult enters the room.	**Possible Examples** • Communicates, "Me llamo Luis," ["My name is Luis," in Spanish]. • Communicates names of immediate family members in a photo. • Looks to new baby sister and communicates her name.	**Possible Examples** • Acts out roles from own family in pretend play. • Communicates, "I'm making cookies—just like Grandma!" while rolling play dough. • Draws picture of a house and communicates, "This is my house."	**Possible Examples** • Communicates, using communication board, "His hair is red!" • Identifies own height, as indicated on a growth chart posted on the wall. • Narrates details while drawing a picture of a friend. • Draws a picture of own family, representing traits such as heights and hair colors.	**Possible Examples** • Communicates to an adult, "I was mad when it rained because we couldn't go outside." • Communicates that a friend is happy because he is going to have a birthday party. • Says, "Ayokong hawakan ang susô. Na tatakot ako," ["I don't want to touch the snail. It scares me," in Tagalog].	**Possible Examples** • Selects a pink scarf for a friend whose favorite color is pink, then selects a blue scarf for self. • Communicates to a peer that they both like peanut butter and jelly sandwiches. • Communicates, "我喜 歡游泳, 但是我姐 姐不喜歡," ["I love to swim, but my sister doesn't," in Chinese].

▬ Child is emerging to the next developmental level

▬ Unable to rate this measure due to extended absence

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SED 2: Social and Emotional Understanding

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to faces, voices, or actions of other people	**Shows awareness of what to expect from familiar people by responding to or anticipating their actions**	**Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations**	**Adjusts behavior in response to emotional expressions of people who are less familiar**	**Identifies own or others' feelings**	**Communicates, with adult assistance, about feelings that caused own behavior or others' behavior**	**Communicates ideas about why one has a feeling or what will happen as a result of a feeling**	**Communicates ideas about how own or another's personality affects how one thinks, feels, and acts**
Possible Examples • Looks at faces. • Turns head toward an adult during feeding. • Grasps an adult's finger when palm of child's hand is touched.	**Possible Examples** • Smiles when an adult continues after pausing during a game of pattycake. • Looks toward the location of where an adult's face will reappear during a game of peek-a-boo. • Kicks legs in excitement or adjusts body when a familiar adult leans forward to pick child up.	**Possible Examples** • Pays attention to a familiar adult's facial expressions when an unfamiliar person enters the room. • Stops playing, looks up, and then smiles when hearing a familiar adult's laugh. • Starts to climb on a table, but pauses in response to an adult's cautionary look and warning.	**Possible Examples** • Moves or looks toward a familiar adult when a less familiar adult enters the room. • Pauses after reaching toward a peer's toy, to check on a less familiar adult's response. • Stops in response to a warning from another child's parent about getting too close to the swing.	**Possible Examples** • Communicates, "También me gusta pintar, me hace feliz," ["I like to paint, too; it makes me happy," in Spanish] after noticing a child at an easel. • Communicates that a crying child is sad. • Communicates, "She wants the big truck." • Points to "angry" picture on emotion chart while looking at a peer.	**Possible Examples** • Responds that a friend is sad, when an adult asks, "Why did your friend get his blanket?" • Communicates that the turtle was scared, when an adult asks, "Why did the turtle go into its shell?" • Communicates, "Cô bé nhớ mẹ của mình," ["She misses her mommy," in Vietnamese] when an adult asks, "What happened?"	**Possible Examples** • Communicates, "Magagalit siya kapag bumagsak na naman ang kanyang tulay," ["He'll be mad if his bridge is knocked down again," in Tagalog]. • Uses a communication device to express, "I feel sleepy when it gets dark." • Communicates, "I'm bored. I'm going to play with the blocks now."	**Possible Examples** • Communicates to a peer, "You're silly," when the peer starts giggling and other children join in. • Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches. • Communicates that another child plays with everyone because he is so friendly.

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▬ Unable to rate this measure due to extended absence

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SED 3: Relationships and Social Interactions with Familiar Adults

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to faces, voices, or actions of familiar people	**Shows a preference for familiar adults and tries to interact with them**	**Interacts in simple ways with familiar adults and tries to maintain the interactions**	**Initiates activities with familiar adults;** ***and*** **Seeks out assistance or support from familiar adults**	**Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)**	**Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child**	**Takes initiative in creating cooperative activities with a familiar adult**	**Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems**
Possible Examples • Widens eyes or brightens face at the face of a familiar adult. • Orients toward a familiar adult's voice. • Quiets when picked up by a familiar adult.	**Possible Examples** • Reaches for a familiar adult when being held by another adult. • Vocalizes at a familiar adult to gain the adult's attention. • Laughs in anticipation before a familiar adult nuzzles child's neck.	**Possible Examples** • Places toy on a familiar adult's lap, goes to get another toy, and then places that toy on the adult's lap. • Puts hands near head to continue a game of peek-a-boo when a familiar adult pauses. • Repeatedly hands little cars to a familiar adult to continue a joint activity.	**Possible Examples** • Grasps a familiar adult's hand to gain attention, and then gestures to begin a finger-play game. • Communicates interest in looking at a book with a familiar adult. • Brings a blanket to a familiar adult and then climbs into the adult's lap when upset. • Gestures to a familiar adult for assistance about how to remove a tight lid from a canister.	**Possible Examples** • Communicates to a familiar adult, "Want some tea?" during a pretend tea party. • Completes a simple puzzle with a familiar adult, taking turns to fit pieces. • Shares rocks collected while playing outside with a familiar adult. • Uses an electronic tablet to play a game with a familiar adult.	**Possible Examples** • Asks a teacher why another child is not going outside with the group. • Communicates to an adult, "What's the bee doing?" while watching a bee fly from flower to flower or sharing a book together about bees. • Asks a familiar adult for a suggestion about how to build the tower to keep it from falling down.	**Possible Examples** • Offers to place napkins and cups on the table when a familiar adult is preparing a snack. • Brings a board game to a familiar adult and communicates an interest in playing together. • Gives pretend food to a familiar adult and communicates, "I made some hamburgers for you. You tell me what you want to drink."	**Possible Examples** • Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways. • Plans a gardening activity with a familiar adult, communicating by signing the materials needed. • Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult. • Works with a familiar adult and a group of children to make a piñata over two days, offering alternatives for its shape and construction and what will go inside.

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▬ Unable to rate this measure due to extended absence

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SED 4: Relationships and Social Interactions with Peers

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Shows awareness of other people, including children	**Shows interest in other children**	**Plays alongside other children, rarely interacting with them**	**Interacts in simple ways with familiar peers as they play side by side**	**Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays**	**Participates in extended episodes of cooperative play (including pretend play) with one or two friends**	**Initiates sustained episodes of cooperative play (including pretend play), particularly with friends**	**Organizes or participates in planning cooperative play activities with several peers, particularly with friends**
Possible Examples • Cries when hearing the sound of another child crying. • Orients toward other children. • Notices another child nearby.	**Possible Examples** • Moves excitedly when another child comes near. • Reaches toward another child to gain attention. • Smiles at another child.	**Possible Examples** • Selects a truck when other children nearby are playing with trucks. • Explores a toy alongside another child who is also exploring. • Reaches for a toy in the water alongside other children at the water table.	**Possible Examples** • Hands a bucket to a familiar peer sitting next to child in the sandbox. • Offers a block to a peer building a tower next to child. • Splashes excitedly with a peer at the water table, continuing back and forth.	**Possible Examples** • Takes a few turns trying on hats with a peer in the dramatic play area. • Plays chase briefly outside with two peers, and then goes to play alone in sandbox. • Plays cars with a peer for a short while.	**Possible Examples** • Builds a train track with two friends, taking turns connecting the track pieces. • Laughs and makes funny noises or faces with a friend while singing a song together. • Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.	**Possible Examples** • Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow. • Invites friends to continue playing family from the day before. • Offers a new object for a fort that child has built with peers over several days. • Plays restaurant with friends, showing them the signs for food to be ordered.	**Possible Examples** • Plans how to build a boat with several peers, choosing materials and negotiating tasks. • Plays superheroes with peers, planning different characters and scenarios. • Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

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

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SED 5: Symbolic and Sociodramatic Play

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

Mark the latest developmental level the child has mastered:

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

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▬ Unable to rate this measure due to extended absence

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LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to voices, sounds, gestures, or facial expressions in basic ways	**Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)**	**Recognizes a few frequently used words or gestures in familiar situations**	**Shows understanding of a variety of single words**	**Shows understanding of frequently used simple phrases or sentences**	**Shows understanding of a wide variety of phrases or sentences**	**Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities**	**Shows understanding of language that refers to abstract concepts, including imaginary events**	**Shows understanding of a series of complex statements that explain how or why things happen**
Possible Examples • Turns head toward, or looks in the direction of, the voice of an adult. • Makes eye contact with a familiar adult. • Quiets or orients in the direction of a sound, touch, or gesture.	**Possible Examples** • Smiles or gurgles in response to a familiar adult's voice or simple gestures. • Makes a sound similar to "Mmmmm" during a social interaction with a familiar adult. • Averts eyes to disengage from a social interaction with an adult.	**Possible Examples** • Waves, "Bye-bye," after an adult communicates, "Good-bye." • Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, "More?" • Orients toward a familiar person or thing when it is named.	**Possible Examples** • Indicates a bell in a storybook when adult asks about a bell. • Looks to the wagon after an adult refers to the wagon • Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.	**Possible Examples** • Gets jacket after an adult communicates, "Get your jacket. It's time to go outside." • Moves to the sink after an adult communicates, "Time to wash hands." • Passes the milk at lunch time after an adult communicates, "Please pass the milk."	**Possible Examples** • Offers to help after an adult communicates, "Would you like to help me feed the turtle?" • Collects different types of art supplies after an adult explains an art project and where to find the supplies. • Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?"	**Possible Examples** • Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!" • Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room. • Points to the picture of an eagle and its nest while sharing a book about animals building their homes.	**Possible Examples** • Communicates, "I'm a princess and I live in a castle," while playing dress-up. • Pretends to be a character in a story after a read-aloud of the story. • Draws a picture of a cocoon after sharing a book about the life cycle of a butterfly.	**Possible Examples** • Explains how to plant seeds to a peer after an adult reads a book about planting seeds. • Draws a picture about the changing seasons, after an adult talks about why the weather has changed. • Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.

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▬ Unable to rate this measure due to extended absence

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LLD 2: Responsiveness to Language

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

Mark the latest developmental level the child has mastered:

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

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

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LLD 3: Communication and Use of Language (Expressive)

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Makes sounds spontaneously	**Uses sounds, gestures, or facial expressions to communicate**	**Uses a few "first words," word-like sounds, or gestures to communicate**	**Uses a variety of single words to communicate**	**Uses two words together to communicate**	**Uses short phrases or sentences of more than two words to communicate**	**Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate**	**Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors**	**Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events**
Possible Examples • Cries. • Coos. • Gurgles.	**Possible Examples** • Smiles when a familiar person approaches. • Cries or looks at an adult when hungry. • Vocalizes or babbles while interacting with an adult.	**Possible Examples** • Asks for food when hungry, by using a special word, sound, or gesture for food. • Communicates, "Mama," "Dada," "Baba," or similar word approximations. • Reaches for or gestures for an object.	**Possible Examples** • Names familiar foods, toys, or family members. • Communicates ideas such as "No," "More," or "Up." • Indicates a picture of a ball when asked what the child wants to play with next.	**Possible Examples** • Communicates, "Mommy come," when wanting a parent. • Communicates, "More juice," when thirsty. • Communicates, "我的卡車!" ["My truck!" in Chinese] after another child takes a toy truck.	**Possible Examples** • Communicates, "A mí me toca," ["It's my turn," in Spanish] when an adult brings the pet rabbit for a visit. • Communicates, "I want mommy." • Communicates, "I like dogs," while looking at an animal book.	**Possible Examples** • Communicates, "The rabbit is scared," when the pet rabbit snuggles into an adult's lap. ("Scared" is an adjective.) • Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.) • Communicates, "Malaking malaki ang aso namin," ["Our dog is huge," in Tagalog] after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word.)	**Possible Examples** • Communicates to a peer, during play, "Yesterday we made vegetable soup." ("We" is a pronoun; "made" is past tense.) • Communicates, "His birthday is tomorrow. He will be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.) • Communicates in sign language that the cat's feet are wet. ("Cat's" is possessive; "feet" is plural.) • Communicates, "He runned really fast," [He *ran* really fast]. ("Runned" is past tense with a grammatical error.)	**Possible Examples** • Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings." • Communicates to a peer, "Let's hurry and clean up so we can go outside to ride bikes." • Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and then he got in trouble. We put him outside and he was very sad." • Communicates, "Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas," ["My grandma is really old. She has white hair and lots of wrinkles," in Spanish].

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▬ Unable to rate this measure due to extended absence

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LLD 4: Reciprocal Communication and Conversation

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to sounds or movements of others in basic ways	**Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions**	**Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions**	**Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning**	**Engages in brief back-and-forth communication, combining words to communicate meaning**	**Engages in brief back-and-forth communication, using short phrases and sentences**	**Engages in brief conversations with a shared focus**	**Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas**	**Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas**
Possible Examples • Looks in the direction of voices or movement. • Quiets in response to sound. • Turns toward the soft touch of an adult. • Looks at a familiar adult during feeding.	**Possible Examples** • Smiles at an approaching familiar adult. • Makes sounds when a familiar adult stops talking. • Reaches toward a familiar adult.	**Possible Examples** • Expresses, "Ba," in response to an adult talking about a ball, and then waits for the adult to respond. • Waves, "Good-bye," after parent waves, "Good-bye." • Covers eyes to signal an adult to continue playing peek-a-boo.	**Possible Examples** • Communicates, "Yes," or "No," after an adult asks, "Do you want more milk?" • Rubs eyes and responds, "Night-night," after a familiar adult asks, "Are you tired?" • Brings a ball to an adult, and then responds, "Ball," after the adult asks, "Do you want me to play ball with you?"	**Possible Examples** • Makes eye contact with an adult while holding a stuffed bear. When the adult asks, "Whose teddy bear is that?" communicates, "My bear." • Communicates with an adult, during lunch, "Thêm phô mai," ["More cheese," in Vietnamese]. When the adult responds, "You really like cheese!" communicates, "Con thích phô mai," ["I like cheese," in Vietnamese]. • Communicates, "That's a monkey," while reading a story with an adult. When the adult says, "Yes, he's climbing," replies, "Climbing up high."	**Possible Examples** • Communicates, "我是寶寶," ["I'm the baby," in Chinese] after a peer communicates, "I'm the mommy," while playing house. • Hands play dough to a peer. When the peer takes the play dough and says, "I'm gonna make a dog," responds, "I'm making a snake." • Asks a peer for some blocks to put in child's truck while playing with trucks. When the peer replies, "Here," and hands over several blocks, responds, "That's too many," and takes only two blocks from the peer.	**Possible Examples** • Communicates, "That's my family," while looking at a photo with a peer. When the peer says, "You have two sisters," responds, "I have a big sister, and that's my baby sister." • Responds to an adult's comments about animals that live in the zoo, "Fui al zoológico," ["I went to the zoo," in Spanish]. When an adult replies, "There are lots of animals in the zoo," child says, "Los caimanes son los animales que más me gustan," ["I like the alligators best," in Spanish] and continues to converse about other animals at the zoo. • Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When peer responds, "Yeah, really hairy," child continues, "He has lots of legs, too."	**Possible Examples** • Has a conversation with a peer about things that they like to do together with their families. Says, "My family goes to the park on Sundays." When peer asks, "Every Sunday?" child responds, "Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground." Then when peer says, "My grandma takes me to the park," child responds, "My grandma takes me to the store." Conversation continues. • Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds.	**Possible Examples** • Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow. • Has a conversation with a peer before and while building a fort, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it. • Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.

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

■ Child is emerging to the next developmental level

■ Unable to rate this measure due to extended absence

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LLD 5: Interest in Literacy

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

Mark the latest developmental level the child has mastered:

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

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

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LLD 6: Comprehension of Age-Appropriate Text

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Shows interest when attending to books, pictures, or print materials, with an adult**	**Provides simple one- or two-word responses to questions when attending to books or other materials that include text, with an adult**	**Makes comments or asks questions about text presented in books or the environment**	**Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text**	**Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect**	**Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events**
			Possible Examples • Looks at a picture book with an adult. • Brings a favorite book about baby animals to an adult, to be reread often. • Points to photos, with captions, that were taken while on a nature walk. • Turns the page after an adult stops reading a book. • Touches Braille and image of sheep with textured wool in a book and says, "Sheep."	**Possible Examples** • Answers, "Cow," when adult asks, "What do you see?" while reading a book about farm animals together. • Communicates, "Allí dentro," ["In there," in Spanish] when asked, "Where's the mouse?" while an adult reads a book aloud. • Communicates, "Pasta," after an adult points out items on a children's menu.	**Possible Examples** • Communicates, "Elephants have really big ears," after an adult reads about elephants. • Asks, "Why did they go there?" during the reading of a story. • Points to a lighted exit sign and asks, "What does that say?"	**Possible Examples** • Reenacts a story about firefighters with peers, using props for hoses, boots, and hats. • Pretends to direct traffic on the bike path after listening to a book about what community helpers do. • Uses a shawl to carry a doll after a read-aloud of the storybook *What Can You Do with a Rebozo*? ["Shawl" in Spanish]. • Communicates that the caterpillar will have a stomachache, after rereading *The Very Hungry Caterpillar.*	**Possible Examples** • Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?" • Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. • Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book *Where the Wild Things Are.* • Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story *Caps for Sale.*	**Possible Examples** • Communicates, using a communication board, "Firefighters have to wear special clothes so that they don't get burned," after an adult reads a book about what firefighters do. • Holds up two books about bears and communicates, "Ang dalawang aklat na ito ay tungkol sa mga uso, ngunit ang mga uso sa Goldilocks ay mas maganda," ["These two books are about bears, but the bears in *Goldilocks* are nicer," in Tagalog]. • Relates what happens in a familiar storybook to a peer as they begin to share the book together. • Brings a book from home and communicates to the class about what happens in the story and why.

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

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LLD 7: Concepts About Print

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

Mark the latest developmental level the child has mastered:

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

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

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

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LLD 8: Phonological Awareness

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Attends to sounds or elements of language**	**Demonstrates awareness of variations in sounds**	**Engages actively in play with sounds in words or rhymes,** ***or*** **Sings simple songs,** ***or*** **Repeats simple nursery rhymes**	**Demonstrates awareness of larger units of language (e.g., words, syllables)**	**Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects;** ***and*** **Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects**	**Blends smaller units of language (e.g., *onsets* and *rimes*), with or without the support of pictures or objects;** ***and*** **Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects**
			Possible Examples • Turns toward adult when adult sings a song. • Looks at adult's hands when adult signs "more." • Attends to adult saying, "bye-bye."	**Possible Examples** • Whispers a word, and then says it loudly. • Communicates, "No, no, no, no, no," varying pitch. • Uses sounds or hand movements to play with variations of stress and rhythm.	**Possible Examples** • Rhymes children's names with other words during a group sing-along. • Sings "Twinkle, Twinkle, Little Star" with a group. • Communicates the rhyming word "fall," after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . . . ?" • Uses signs to participate in a song such as "The Wheels on the Bus."	**Possible Examples** • Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words. • Claps the syllables in familiar words, such as children's names or days of the week, with adult and peers. • Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat," with adult and peers.	**Possible Examples** • Answers, "*Goldfish*," after an adult asks, "If you put together the words '*gold*' and '*fish*,' what word does that make?" • Communicates, "*Rain*," after an adult communicates, "There are two words in '*raincoat*.' What happens when we take away the word '*coat*'?" while moving a picture of a coat away from a picture of rain. • Communicates, "*Zebra*," after an adult separates the word into syllables, and says, "*Ze–*," and "*–bra*," while looking at a wordless picture book about the zoo. • Communicates, "*Marker*," after an adult communicates, "What happens when I put the two syllables '*mark–*' and '*–er*' together?"	**Possible Examples** • Communicates, "Cup," at the snack table, after an adult says, "I have a *c–up*. What do I have?" • Communicates, "Ice," after an adult asks what word is left when the *m–* is removed from the word "*mice*," while playing a word game. • Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say '*dog*'?" while looking at pictures of dogs together.

* *Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child. The rate and pattern of a dual language learner's phonological awareness development may differ for languages other than English.*

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

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LLD 9: Letter and Word Knowledge

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

Mark the latest developmental level the child has mastered:

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

*Dual language learners may demonstrate differences in how they approach letter and word knowledge given that some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).

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

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LLD 10: Emergent Writing

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	*There are no earlier levels for this measure*	**Makes marks on paper**	**Makes scribble marks**	**Makes scribble marks or simple drawings that represent people, things, or events**	**Makes marks to represent own name or words**	**Uses letters or clearly recognizable approximations of letters to write own name**	**Writes several words or a few simple phrases, or clearly recognizable approximations**
			Possible Examples • Dips sponge in paint and dots onto paper. • Makes a dot on a paper and then makes more dots using different markers. • Holds crayon against paper.	**Possible Examples** • Uses crayons, pencils, or markers to make back-and-forth marks. • Paints using large or small movements. • Scribbles by moving finger on screen of tablet or by using Braille writer.	**Possible Examples** • Draws circles and lines and comments, "Baby," and "Mommy." • Makes marks on paper and then explains that it is a birthday cake. • Draws a series of lines to represent a house and a tree. • Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer.	**Possible Examples** • Makes marks that are linear and spaced like letters or words while writing a pretend grocery list. • Makes marks for a restaurant order in the dramatic play area. • Uses an adaptive device to hold a marker to make marks on paper to represent the word "mom."	**Possible Examples** • Writes own name on drawings made in class. • Signs a self-made card to grandma with a close approximation of own name. • Uses a few letter stamps to represent own name.	**Possible Examples** • Writes, "bog" ["*dog*"], copying the word from a book, to label a drawing of a dog. • Writes "STOP" on a stop sign in a drawing. • Writes "I love you" on a drawing made for a family member. • Uses a Braille writer to practice writing a few simple words.

** Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g., Chinese).*

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

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ELD 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English

Conditional Measure

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

Mark the latest developmental level the child has mastered:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Recognizes a few frequently used words or gestures in the home language and culture in familiar situations	**Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)**	**Attends to interactions in English and sometimes participates in activities conducted in English;** ***and*** **Shows understanding of a few common English words in familiar contexts or routines**	**Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both**	**Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both**	**Shows understanding of most information and concepts communicated in English for both instructional and social purposes**
Possible Examples • Waves good-bye after an adult communicates, "Good-bye," in the child's home language and culture. • Indicates interest in continuing an activity after an adult pauses and asks to continue in the child's home language and culture. • Orients toward a familiar person or thing when it is named in the home language.	**Possible Examples** • Adds a block to the top of a tower in response to a question in the child's home language, "Can you make it taller?" • Passes a book to another child when requested in the child's home language, having not responded to the same request in English. • Seeks out and plays with peers who speak the child's home language, while in the dramatic play area.	**Possible Examples** • Pauses to listen to peers speaking English for a short period of time while playing in the sandbox. • Nods head when an adult at the snack table asks in English, "Do you want more apples?" while holding up a plate of apple slices. • Begins to put blocks on a shelf when a peer says in English, "Clean-up time."	**Possible Examples** • Points to the ball when a peer says in English, "Where is the ball?" during outdoor play time. • Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer. • Approaches the door to go inside when an adult says in English, "It is time to go in for a snack," and adds, "¡Hora de comer!" ["Time to eat!" in Spanish].	**Possible Examples** • Adds more blocks to a road when a peer communicates in English, "We need a *longer* road." • Pretends to talk on the phone when a peer says in English, "Baby's sick. Call the doctor." • Puts drawing on the counter after an adult points to the counter and requests in English, "Please put your drawing on the counter. It's wet and it needs to dry."	**Possible Examples** • Sorts orange and green squash after an adult says in English, "Let's separate them by color." • Brings a bigger block to a peer in response to a question in English by the peer, "Could you bring me the bigger block?" • Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

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

Child shows increasing progress toward fluency in speaking English

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

Mark the latest developmental level the child has mastered:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Uses a few "first words" or word-like sounds or gestures to communicate in home language	**Communicates in home language or nonverbally, or both**	**Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English**	**Communicates in English, using single words and common phrases (may mix English with home language)**	**Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)**	**Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)**
Possible Examples • Asks for food when hungry, by using a special word, sound, or gesture for food. • Communicates from child's home language, "Mama," "Dada," or other word approximations. • Reaches for or gestures for an object.	**Possible Examples** • Takes an adult's arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container. • Nods, "Yes," and responds in home language in response to a routine question such as, "Do you want more milk?" while an adult holds up a pitcher of milk. • Communicates,"¿Puedo pintar contigo?" ["Can I paint with you?" in Spanish] while approaching a peer who is painting. • Communicates, "这是它们的家," ["This is their home," in Chinese] while putting some toy animals under a blanket in the dramatic play area.	**Possible Examples** • Communicates in English, "Bye," to a peer when leaving at the end of the day. • Greets peers in home language and joins in singing the words "good morning" in English during the daily morning song. • Chimes in with, "The end!" in English when an adult finishes reading a story to a small group of children.	**Possible Examples** • Communicates in English, "Marker," to ask for a marker from a peer while playing restaurant in the dramatic play area. • Communicates in English, "I do a house," ["I *made* a house,"] while painting. • Communicates to a peer in English, "My turn," and gestures at the slide during outdoor play. • Communicates, "The dog 变成一个lady 了," ["The dog turned into a lady," in English and Chinese] while helping to put a dress on a stuffed dog in the dramatic play area.	**Possible Examples** • Communicates to a peer while playing with play dough, "I make galletitas ["cookies" in Spanish] and pan ["bread" in Spanish]. You like it?" ["I *made* cookies and bread. *Do* you like it?"] • Communicates to a peer in English, "Come! I show you!" ["Come! I *will* show you!"] and brings the peer to child's cubby, where child takes a stuffed animal out of a bag. • Communicates in English, "The lamb lick my hand!" ["The lamb *licked* my hand!"] when describing a family trip to a petting farm that occurred last weekend. • Communicates to a peer, "My dad ride a ngựa," ["My dad *rides* a" in English; "horse" in Vietnamese] while attempting to draw a horse.	**Possible Examples** • Communicates in English, "This is happy new year. This is mommy and me. We saw the dragon," in response to an adult asking, "Tell me about your picture." • Communicates to a peer, "I ate huevitos ["little eggs" in Spanish]. The huevitos were really yummy! My papi ["daddy" in Spanish] and me, we get them at la tiendita ["the little store" in Spanish]." • Communicates in English, "I'm going to cook them now," while throwing some noodles made with play dough into a toy pot, and later puts "cooked noodles" on a plate and communicates, "Here's a plate for you," while handing it to a peer.

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

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ELD 3: Understanding and Response to English Literacy Activities

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

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

Mark the latest developmental level the child has mastered:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language	**Participates in literacy activities in home language;** ***and*** **Attends to simple literacy activities in English with some support**	**Uses home language, gestures, or single words in English to show understanding of literacy activities in English**	**Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)**	**Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)**	**Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)**
Possible Examples • Looks at pictures in a book for a short time while a familiar adult reads in the home language. • Reaches to turn the page of a board book as a familiar adult talks or signs in the home language about the pictures on the page. • Uses simple hand movements to participate during a familiar song or rhyme in the home language.	**Possible Examples** • Joins in with peers who are singing a song or chanting in child's home language. • Looks at pages of a picture book with a peer while an adult reads the book aloud in English. • Attends to the retelling of a story in English on the flannel board, after the story has been read in child's home language.	**Possible Examples** • Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers. • Gestures at a picture of a baby bear and says, "Baby," while an adult is reading a book about animals in English to a small group of children. • Comments in home language about a picture in a book, after hearing other children making comments.	**Possible Examples** • Repeats the first line of "Five Little Monkeys Jumping on the Bed," with accompanying hand motions. • Draws a picture and communicates, "This is spider. This is fly," after listening to the book *The Very Busy Spider*. • Communicates to a peer, "Look! Look! ¡Una oruga ["a caterpillar" in Spanish]! Like the book!" while playing outside, after *The Very Hungry Caterpillar* was read aloud in English.	**Possible Examples** • Brings the book *Rosie's Walk* to a peer and communicates, "Chicken take a walk. Fox want eat her. Oh, no!" • Communicates, "Baby bear mad! The girl, she eat it all. Lahat ito!" ["The baby bear *is* mad! The girl, she *ate* it all," in English; "All of it!" in Tagalog] during a teacher-guided discussion in English about *The Three Little Bears*, which has been read aloud and retold on several occasions with props. • Communicates most of the words of "Five Little Monkeys Jumping on the Bed" and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head.	**Possible Examples** • Communicates to a peer, "Sharks have sharp teeth to bite, and they swim fast," while paging through a book about the ocean. • Communicates, "My mommy kiss me before I come to school. She say, 'I love you, hijito.' Then she goes to work," while reading *The Kissing Hand* with an adult. ["Hijito" is a term of endearment that is often used with young children in some South American countries.] • Communicates, "She sat in Papa Bear's chair. It was enorme ["enormous" in Spanish]. She sat in Baby Bear's chair. It was teeny and she broke it! She was really scared," while playing with flannel-board characters in *The Three Little Bears*.

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

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

Child shows an increasing understanding that print in English carries meaning

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

Mark the latest developmental level the child has mastered:

Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Demonstrates awareness that pictures or objects can represent people or things	**Demonstrates awareness that symbols carry meaning or that print in home language carries meaning**	**Demonstrates awareness that print in English carries meaning**	**Demonstrates understanding that English print consists of distinct letters with names in English**	**Identifies several English letters;** ***and*** **Recognizes own name in English print**	**Identifies at least ten English letters;** ***and*** **Identifies a few printed words frequently used in English**
Possible Examples • Points to a picture of a bird in a book after seeing or hearing a bird outside. • Goes and gets teddy bear after seeing a picture of a bear. • Sees a photo of mother and communicates in home language, "Mama." • Explores a toy teacup and tries to take a drink.	**Possible Examples** • Shows an adult a book and requests, "Mẹ có thể đọc cho con nghe quyển sách này không?" ["Can you read me this book?" in Vietnamese]. • Gestures toward a Chinese character representing own name and says name. • Asks an adult to read a note written in home language by a parent. • Brings tricycle to a stop when a peer holds up a stop sign.	**Possible Examples** • Points to a caption written in English under a picture and asks an adult, in home language, what it says. • Points to the printed word "flower" under a picture of a flower and says, in home language, "That says 'flower.'" • Gestures to the title of a book about trucks and communicates to an adult, in home language, "This book is about trucks."	**Possible Examples** • Asks, in home language or in English mixed with home language, "What letter is this?" while pointing to the first letter of own name on cubby label. • Communicates in English, "M," while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M). • Gestures toward the letter O on a peer's name tag after drawing an O in a sand tray.	**Possible Examples** • Gestures at name printed in English and communicates, in English or home language, "That's my name." • Names four English letters correctly while playing with magnetic letters with a peer. • Communicates, "I have a T, and you have a T. I have an A, but not you," ["I have an A, but *you don't.*"] while gesturing at own name and a peer's name.	**Possible Examples** • Names all the letters in own name correctly one by one, and then gestures at a friend's name and names several letters, while standing at the name chart. • Recognizes words posted in the writing center, such as "Mom," "Dad," and "love," after a small group activity about writing letters to family members. • Identifies labels such as "blocks," "door," "books," or "art" while showing own grandma around the room. • Communicates to a peer, "Mira, este dice ['Look, this says' in Spanish] '*s–t–o–p*' [using English letter names]," while pointing to a stop sign to a Spanish-speaking peer.

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

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COG 1: Spatial Relationships

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

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

Mark the latest developmental level the child has mastered:

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

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

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COG 2: Classification

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Attends to people, objects, or events	**Interacts differently with familiar people and objects than with unfamiliar people and objects**	**Associates a person or object with another person or object, based on a similarity or relationship between them**	**Selects some objects that are similar from a collection of objects**	**Sorts objects into two groups based on one attribute, but not always accurately**	**Sorts objects accurately into two or more groups based on one attribute**	**Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups**	**Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute**
Possible Examples • Looks at people's faces. • Quiets in response to an adult's voice. • Closes hand around an adult's finger.	**Possible Examples** • Smiles at a familiar adult's face or voice. • Reaches for own special blanket or toy from home. • Turns face away from an approaching unfamiliar adult.	**Possible Examples** • Looks for the hammer that goes with the pounding bench. • Looks at another child when the child's parent walks into the room. • Looks for baby bottle when playing with baby doll.	**Possible Examples** • Selects the shovels from among toys in the sandbox. • Takes some apples out of a basket that contains apples and bananas while helping an adult prepare a snack. • Picks out some train cars from a box of toys.	**Possible Examples** • Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile. • Sorts rocks into two piles, big and small, after a neighborhood walk. • Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf.	**Possible Examples** • Separates a pile of toy animals by kind (e.g., dogs, cats, and birds). • Puts crayons, pencils, and markers into different containers. • Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square.	**Possible Examples** • Sorts buttons by color, and then sorts all of them again by shape or size. • Sorts shoes based on color, and then re-sorts by type (e.g., slippers, boots, tennis shoes). • Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then separates them by adult items and baby items.	**Possible Examples** • Separates tiles into four groups: blue circles, blue squares, red circles, and red squares. • Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks. • Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles).

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

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COG 3: Number Sense of Quantity

Child shows developing understanding of number and quantity

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to people or objects in basic ways	**Responds to changes in the number of objects observed or interacted with**	**Demonstrates awareness of quantity**	**Uses number names, but not always correctly, in situations related to number or quantity**	**Identifies small quantities without counting, up to three**	**Counts up to five objects using one-to-one correspondence; *and* Recites numbers in order, one through ten**	**Shows understanding that the last number counted is the total number of objects in the group**	**Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; *and* Recites numbers correctly, up to 20**
Possible Examples • Looks at objects that are hanging from a mobile. • Calms in response to a familiar adult's touch. • Turns toward a familiar adult's voice.	**Possible Examples** • Attends to one moving toy on a mobile, then to another. • Grasps one toy, and then lets go of it while reaching for another toy that has been introduced by a familiar adult. • Holds an object in each hand, and then touches the two objects together.	**Possible Examples** • Communicates, "More," during lunch. • Dumps small cars out of a bucket. • Gestures for more when playing with play dough. • Shows excitement when an adult offers another book.	**Possible Examples** • Communicates, "Dos," ["Two," in Spanish] and holds up two cups in the play kitchen. • Communicates, "One, two, five, one, two," while pointing randomly to objects in a group. • Signs, "Two," in response to the question of "How old are you?"	**Possible Examples** • Communicates a desire for two apple slices after noticing that a peer has two apple slices. • Communicates, "Three dogs," while looking at a picture of three dogs. • Communicates, "Now I have one bear and you have one," while giving a peer a stuffed bear.	**Possible Examples** • Counts out loud, "一, 二, 三, 四, 五," ["One, two, three, four, five," in Chinese] saying the next number as the next cup is placed on the table. • Chants numbers from one to 10 in order while waiting for a tricycle. • Counts, "One, two, three," out loud while pointing to each of three squares on a light box.	**Possible Examples** • Counts ducks in a storybook, "One, two, three, four, five," and then communicates that there are five. • Communicates that there are six rocks after counting a collection of six rocks. • Counts four pencils and says, "Apat," ["Four," in Tagalog] when asked how many pencils there are.	**Possible Examples** • Counts six chairs, then counts seven children, and communicates, "We need one more chair." • Counts accurately to 20 while marching. • Counts on fingers to determine how many napkins to get so that each child at a table of six has one.

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

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COG 4: Number Sense of Math Operations

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Demonstrates awareness of quantity**	**Manipulates objects and explores the change in the number in a group**	**Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less**	**Identifies the new number of objects after one object is added to or removed from a set of two or three objects**	**Uses counting to add or subtract one or two objects to or from a group of at least four objects**	**Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation**
		Possible Examples • Gestures for more when playing with play dough. • Dumps small cars out of a bucket. • Communicates, "All gone," after noticing that there is no more fruit in the bowl.	**Possible Examples** • Puts objects in a dump truck or container, dumps them out, then puts them back in one at a time. • Moves toy farm animals into and outside of a toy barn while playing with the farm set. • Takes objects from two different piles to create a new pile by using a touchscreen tablet or computer.	**Possible Examples** • Notices when another child's bowl has more crackers than own bowl, and asks an adult to add crackers to own bowl. • Communicates, "Ahora tenemos más," ["Now we have more," in Spanish] when an adult combines markers from the shelf with some on the table. • Communicates, "They're almost gone," after taking the next-to-last unit block out of the basket.	**Possible Examples** • Communicates, "Now we have three," when adding a third snail to the two collected from the yard. • Communicates, "Only two left," when an adult removes a broken wagon from a group of three wagons. • Gives one of two cars to another child, and then communicates, "Tôi có một cái và bạn có một cái," ["I have one and you have one," in Vietnamese].	**Possible Examples** • Counts out five small crackers, "One... two... three... four... five." After eating two, counts, "One... two... three," and communicates, "Now, I've got three." • Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left. • Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars.	**Possible Examples** • Communicates, "I had four hair clips, but I gave one to my sister. Now I have three." • Brings six napkins to the table after an adult communicates, "We usually have four children, but today we have two visitors, so how many napkins do we need altogether?" • Holds up five fingers and then one finger, counts them, and communicates, "Six," when asked, "If you had five crackers, and you took one more, how many crackers would you have?"

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

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COG 5: Measurement

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity)**	**Explores how objects differ by properties (e.g., size, length, weight, capacity)**	**Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties**	**Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words**	**Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)**	**Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of non-standard units (e.g., footsteps, blocks)**
		Possible Examples • Gestures by holding one hand high in the air to indicate that an adult is tall. • Positions arms and legs far apart to "catch" a big ball while sitting on the floor. • Finds the big doll when asked to do so. • Grunts before picking up an object that might be heavy.	**Possible Examples** • Makes repeated attempts to put different-sized trucks into a small tunnel. • Carries an empty purse with one hand, fills the purse with blocks, and then uses both hands to pick up the purse. • Pours water or sand back and forth between containers of different sizes.	**Possible Examples** • Gestures to indicate how big the family dog is, when asked. • Communicates, "This pumpkin is *so* heavy." • Communicates, "My braid goes down my back. It's long."	**Possible Examples** • Communicates, "Este es más largo," ["This one is longer," in Spanish] when placing train tracks side by side to check which is longer. • Chooses the bigger of two buckets when asked to bring the one that will hold more water. • Communicates, "Mine is taller," when building a block tower next to a peer's block tower.	**Possible Examples** • Arranges several leaves by size while outside on the playground. • Lines up several stuffed animals from smallest to largest, during pretend play. • Arranges five shapes on an electronic tablet from small to large by touching and dragging. • Puts four different objects on a balance scale, then lines them up from lightest to heaviest.	**Possible Examples** • Fills a measuring cup twice to add two cups of oatmeal during a cooking activity. • Uses a balance scale to find out which of two fruits is heavier. • Uses footsteps to measure the length of a rug and communicates, "This rug is 10 steps long!"

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

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COG 6: Patterning

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Notices and responds to simple repeating sequences**	**Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions**	**Matches simple sequences that are seen, heard, or experienced**	**Attempts to create simple repeating patterns (with two elements)**	**Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern**	**Creates, copies, or extends complex patterns (with three or more elements)**
		Possible Examples • Watches intently and waves hands while adult sings "Open, shut them" song. • Makes "E" sound during a song of "E-I-E-I-O." • Watches another child hit drum twice, followed by adult hitting the drum twice.	**Possible Examples** • Pays attention to and attempts to follow the sequence as an adult claps, taps, claps, and taps. • Follows snack-time routines with reminders to wash hands, go to the snack area, and sit at a table. • Sings "E-I-E-I-O" and some animal sounds during the song "Old MacDonald's Farm."	**Possible Examples** • Lines up farm animals in the same order as a peer does. • Repeats series of actions of touching head, shoulders, knees, and toes during the song "Head, Shoulders, Knees, and Toes." • Repeats the refrain, "Brown bear, brown bear, what do you see?" as an adult reads from the book *Brown Bear, Brown Bear, What Do You See?*	**Possible Examples** • Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star. • Claps, stomps, and then repeats. • Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent).	**Possible Examples** • Continues a simple repeating pattern of drumbeats, started by an adult. • Builds a fence out of blocks, continuing the pattern begun by a peer: tall block, short block, tall block, short block. • Extends a simple repeating pattern of colors on a computer, using a touch screen.	**Possible Examples** • Adds cubes to continue red-yellow-blue pattern. • Makes up a rhythmic sequence by clapping, patting, and stomping. • Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating.

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

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COG 7: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
There are no earlier levels for this measure	*There are no earlier levels for this measure*	**Explores shapes of objects**	**Manipulates objects based on shape**	**Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them**	**Identifies or names several shapes in the environment (e.g., circles, squares, triangles)**	**Recognizes shapes when they are presented in different orientations or as parts of other objects**	**Describes several shapes and the differences between them**
		Possible Examples • Feels along the edges of a triangle. • Puts one or two rings on a ring stack. • Takes out a puzzle piece with a knob and tries to fit it back into a hole of the puzzle, before setting it back down on the table. • Moves along a line of a circle painted on the pavement in an outdoor play area.	**Possible Examples** • Puts a square-shaped puzzle piece into the correct hole of a form board. • Tries a variety of solutions to fit lids on boxes and other containers. • Puts a circle piece into the correct hole of a shape sorter.	**Possible Examples** • Places different-shaped blocks on shelves labeled with matching shapes. • Uses ink stamps to make a row of circles and a row of squares. • Chooses blocks of the same shape to build a tower with a peer.	**Possible Examples** • Points to a clock in the room when asked to find a circle during an "I Spy a Shape" game. • Communicates, "Ahora haré el triángulo," ["Next, I'll do the triangle," in Spanish] after placing a square in a puzzle. • Communicates, "My sandwich is a square," while holding up a sandwich at lunch. • Names "square," "circle," and "triangle" after exploring each shape piece with hands.	**Possible Examples** • Finds embedded shapes in a picture book, such as *Bear in a Square*. • Communicates that the face in a figure drawing is a circle. • Communicates, "It's an upside-down triangle," after noticing a yield sign.	**Possible Examples** • Communicates, "This one has a pointy part. This one is curvy," when examining a triangle and a circle. • Communicates that a triangle has three sides and a square has four sides. • Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.

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

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COG 8: Cause and Effect

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

Mark the latest developmental level the child has mastered:

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

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COG 9: Inquiry Through Observation and Investigation

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

Mark the latest developmental level the child has mastered:

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

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COG 10: Documentation and Communication of Inquiry

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

Mark the latest developmental level the child has mastered:

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

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

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COG 11: Knowledge of the Natural World

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

Mark the latest developmental level the child has mastered:

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

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

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts	**Responds to sensory information by moving body or limbs to reach for or move toward people or objects**	**Uses sensory information to control body while exploring people, objects, or changes in the physical environment**	**Demonstrates awareness of major body parts by exploring their movement potential**	**Tries different ways to coordinate movements of large or small body parts**	**Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects**	**Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces**	**Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces**
Possible Examples • Turns head in response to a light being turned on. • Quiets in response to an adult singing. • Responds to being touched on the cheek.	**Possible Examples** • Moves toward a familiar adult while being picked up. • Bats or kicks at a hanging mobile. • Turns toward, then grasps, a rattle being shaken. • Gazes at, then reaches toward, glasses on someone's face.	**Possible Examples** • Shifts body to stabilize it, in order to reach up toward an adult's face while sitting on the adult's lap. • Repositions body in order to manipulate levers and buttons on a busy box. • Dabs fingers in water before placing whole hand in. • Pats play dough with whole hand, then leans forward to roll it.	**Possible Examples** • Participates in songs or games requiring movement of specific body parts. • Moves arm up and down, with increasing momentum, to shake bells louder. • Uses arms to push against a container of wooden blocks that does not move, then leans body forward to push harder.	**Possible Examples** • Changes movements when dancing with scarves. • Starts and stops movements of different body parts during a freeze-dance game. • Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them.	**Possible Examples** • Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones. • Raises knees high when following an adult marching. • Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor."	**Possible Examples** • Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader. • Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy. • Uses feet to slow self when coming down a ramp. • Reaches for a small pitcher of milk without bumping into other objects on the table during lunch.	**Possible Examples** • Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play. • Tries several different ways to move through sections of a new obstacle course. • Walks carefully after slipping on wet leaves or grass during a nature walk.

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PD-HLTH 2: Gross Locomotor Movement Skills

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Moves in basic and often involuntary ways	**Moves two or more body parts together, often with intention**	**Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom**	**Coordinates movement of whole body while upright, using support**	**Coordinates basic movements in an upright position without using support**	**Coordinates movements, in an upright position, that momentarily move whole body off the ground**	**Coordinates and controls individual locomotor movements, with some success**	**Combines and coordinates two or more locomotor movements together in effective ways, with some success**	**Combines a variety of locomotor movements and moves effectively across a range of activities**
Possible Examples • Turns head in response to stimulation or nourishment. • Turns head to seek source of stimulation or nourishment. • Responds involuntarily to a sudden loud noise or movement by extending arms and legs.	**Possible Examples** • Turns head and reaches for a toy. • Kicks at a mobile when lying on back. • Rolls from stomach to back or from back to stomach.	**Possible Examples** • Creeps or crawls toward a familiar adult. • Moves from lying down to a sitting position. • Moves by rolling body on the floor. • Moves by using arms to pull self forward.	**Possible Examples** • Takes steps sideways or forward while holding onto furniture. • Walks forward steadily while pushing a cube chair. • Pulls up to a standing position while grasping an adult's hands. • Stands up with support of a mobility aid, such as a walker.	**Possible Examples** • Walks forward with a wide base (legs farther apart) and arms held high. • Stands up from squatting, unassisted, after picking up a toy. • Walks with one object in each hand. • Moves forward on a flat surface, using a mobility aid, such as a walker.	**Possible Examples** • Runs with short, uneven steps with arms to the side. • Crouches down and jumps up, with heels barely coming off of the ground. • Hops with two feet leaving the ground momentarily.	**Possible Examples** • Runs with short strides, and sometimes has difficulty stopping. • Moves along a low balance beam or along the side of a curb, stepping sideways. • Navigates changes in surface and direction, using a mobility aid, such as a walker.	**Possible Examples** • Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg). • Crouches down and then jumps forward using both legs. • Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.	**Possible Examples** • Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg). • Changes direction and stops quickly and easily while running. • Swings arms back and then forward in preparation for jumping. • Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again.

▬ Child is emerging to the next developmental level

▬ Unable to rate this measure due to extended absence

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PD-HLTH 3: Gross Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Moves in basic and often involuntary ways	**Uses arms, legs, or body to move toward or reach for people or objects**	**Uses arms, legs, or body to engage in simple, repeated actions on objects**	**Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support**	**Manipulates objects, using one or more body parts, with limited stability**	**Manipulates objects, using one or more body parts, with stability but limited coordination**	**Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements**	**Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements**	**Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities**
Possible Examples • Kicks legs. • Extends arm. • Flexes foot.	**Possible Examples** • Kicks against a nearby object. • Rolls onto side, toward an object, while lying on a blanket. • Reaches toward a familiar adult, using both arms.	**Possible Examples** • Bangs a cup on a table. • Splashes in water. • Kicks table leg while seated for snack. • Moves to a ball, pushes it away, then moves toward it and pushes it again.	**Possible Examples** • Picks up and drops blocks while holding onto a low table. • Sits with legs apart and traps a rolling ball with arms. • Moves toward a large container while holding onto a beanbag, and then drops beanbag inside the container. • Crawls under table to retrieve a block; then crawls back out while holding the block.	**Possible Examples** • Raises arm to throw a beanbag without moving feet, but loses balance. • Approaches a stationary ball, stops, and pushes ball with foot, then steadies self. • Catches a ball while in a stationary position, using arms to bring it in and hold it against body.	**Possible Examples** • Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion. • Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp. • Swings leg back to kick a stationary ball while standing in place. • Hands out carpet squares to peers at circle time, sometimes dropping them.	**Possible Examples** • Catches a stuffed animal, with hands, keeping arms extended, and then uses hands to hold onto it. • Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), pausing briefly between stepping and kicking. • Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head.	**Possible Examples** • Uses hands to catch a beanbag tossed to either side of the body. • Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk. • Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.	**Possible Examples** • Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net. • Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left food forward, right arm back), maintaining balance. • Bounces a ball several times while walking.

▬ Child is emerging to the next developmental level

▬ Unable to rate this measure due to extended absence

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PD-HLTH 4: Fine Motor Manipulative Skills

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

Mark the latest developmental level the child has mastered:

Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later	Integrating Earlier
Moves arms or hands in basic ways	**Uses arms or hands to make contact with objects in the environment**	**Grasps objects with entire hand**	**Grasps objects with fingers and thumb**	**Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects**	**Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body**	**Manipulates objects with both hands doing different movements**	**Manipulates objects, using hands, with strength, accuracy, and coordination**	**Performs, with efficiency, a variety of tasks that require precise manipulation of small objects**
Possible Examples • Curls fingers around an adult's finger. • Brings fist to mouth. • Makes small movements of arms and hands near the sides of body.	**Possible Examples** • Holds a stuffed toy against body. • Pulls an object closer, using a raking motion. • Pushes hands against an adult.	**Possible Examples** • Uses fingers and palm to grasp toys of different shapes or sizes. • Holds a stacking ring with full fist. • Holds a spoon with full fist while being fed by an adult with another spoon.	**Possible Examples** • Holds a spoon, using thumb and fingers. • Pinches cereal pieces between finger and thumb. • Picks up a stacking ring, using fingers and thumb.	**Possible Examples** • Lifts a cup to mouth with both hands, but may spill some. • Scribbles back and forth on pavement with sidewalk chalk, using one hand. • Grasps and turns a doorknob, but may not have strength or coordination to open the door.	**Possible Examples** • Holds play dough with one hand while cutting it with a wooden knife. • Steadies a container of block accessories on lap while picking out the tree-shaped blocks. • Scoops sand into a container with one hand while holding the container with other hand.	**Possible Examples** • Uses scissors to cut out simple shapes (e.g., circle, square) on paper. • Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand. • Peels a banana or orange after adult starts the peel. • Buttons two to three large front buttons on a shirt.	**Possible Examples** • Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. • Starts the peel on a banana or mandarin orange. • Unfastens buckle on chest strap of wheelchair. • Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans.	**Possible Examples** • Makes a necklace by stringing a variety of small beads with narrow holes. • Uses a computer mouse to draw details of a picture on a computer screen. • Rotates pencil within the hand to use the eraser when scribbling with a pencil. • Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.

** Children who do not have use of one or both hands may still be rated as demonstrating mastery at a level if they can accomplish the functional intent of the descriptor using other body parts, or prosthetic devices.*

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

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PD-HLTH 5: Safety

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

Mark the latest developmental level the child has mastered:

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

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

▬ Child is emerging to the next developmental level

▬ Unable to rate this measure due to extended absence

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PD-HLTH 6: Personal Care Routines: Hygiene

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

Mark the latest developmental level the child has mastered:

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

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

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PD-HLTH 7: Personal Care Routines: Feeding

Child responds to feeding and feeds self with increasing proficiency

Conditional Measure

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

Mark the latest developmental level the child has mastered:

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

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

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PD-HLTH 8: Personal Care Routines: Dressing

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

Conditional Measure

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

Mark the latest developmental level the child has mastered:

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

Child is emerging to the next developmental level

Unable to rate this measure due to extended absence

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PD-HLTH 9: Active Physical Play

Child engages in physical activities with increasing endurance and intensity*

Mark the latest developmental level the child has mastered:

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

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

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

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PD-HLTH 10: Nutrition

Child demonstrates increasing knowledge about nutrition and healthful food choices

Mark the latest developmental level the child has mastered:

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

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

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HSS 1: Sense of Time

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

Mark the latest developmental level the child has mastered:

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

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

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HSS 2: Sense of Place

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

Mark the latest developmental level the child has mastered:

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

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

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HSS 3: Ecology

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

Mark the latest developmental level the child has mastered:

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

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

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HSS 4: Conflict Negotiation

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

Mark the latest developmental level the child has mastered:

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

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

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HSS 5: Responsible Conduct as a Group Member

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

Mark the latest developmental level the child has mastered:

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

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

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VPA 1: Visual Art

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

Mark the latest developmental level the child has mastered:

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

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

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VPA 2: Music

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

Mark the latest developmental level the child has mastered:

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

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

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VPA 3: Drama

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

Mark the latest developmental level the child has mastered:

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

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

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VPA 4: Dance

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

Mark the latest developmental level the child has mastered:

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

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

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Glossary of Terms and Phrases Used in the DRDP (2015)

Assemblage: An artistic composition made from scraps, junk, or odds and ends.

(California Department of Education. [2011]. *California Preschool Curriculum Framework, Vol. 2*, p. 286. Sacramento, CA: Author.)

Appears in VPA 1: Visual Art

Investigates/Investigation: In the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.

(California Department of Education. [2008]. *Preschool Learning Foundations, Vol. 3*, p. 95. Sacramento, CA: CDE Press.)

Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: Documentation and Communication of Inquiry

Locomotor Skills: The ability to project the body into or through space.

(California Department of Education. [2010]. *California Preschool Learning Foundations, Vol. 2*, p. 62. Sacramento, CA: CDE Press.)

Appears in:
PD-HLTH 2: Gross Locomotor Movement Skills
PD-HLTH 3: Gross Motor Manipulative Skills

Manipulative Skills: Also known as object-control skills in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).

(California Department of Education. [2010]. *California Preschool Learning Foundations, Vol. 2*, p. 62. Sacramento, CA: CDE Press.)

Appears in PD-HLTH 3: Gross Motor Manipulative Skills

Observes / Observation: Gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste and noticing specific details or phenomena that ordinarily might be overlooked.

(California Department of Education. [2008]. *Preschool Learning Foundations, Vol. 3*, p. 95. Sacramento, CA: CDE Press.)

Appears in:
COG 9: Inquiry Through Observation and Investigation
COG 10: Documentation and Communication of Inquiry

Onset: The first consonant or consonant cluster in a syllable (e.g., the *h* in the one-syllable word *hat*; the *m* and *k* in the two syllables in the word *monkey*.

(California Department of Education. [2008]. *Preschool Learning Foundations, Vol. 1*, p. 89. Sacramento, CA: CDE Press.)

Appears in LLD 8: Phonological Awareness

Rime: A linguistic term that refers to the portion of a syllable that starts with a vowel. In the word *big*, the rime unit is /ig/. In the word *bring*, the rime unit is /ing/.

(California Department of Education [2008]. *Preschool Learning Foundations, Vol. 1*, p. 89. Sacramento, CA: CDE Press.)

Appears in LLD 8: Phonological Awareness

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Appendix

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

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Appendix A:
Requirements of the DRDP (2015) Assessment

	Early Learning and Care Division (ELCD) Programs	Special Education Division (SED) Programs
DRDP (2015) Views as of August 1, 2018	• The DRDP (2015) has the following views: – Infant/Toddler Comprehensive and Essential views – Preschool Comprehensive, Fundamental, and Essential views • Program administrators will determine which Infant/Toddler and Preschool views will be utilized. • Programs should use the same Preschool view for at least one school year in order to measure progress.	• The Fundamental view is used for children with IFSPs and IEPs. The Comprehensive view is available for special educators as an instructional resource.
Which children are assessed	• All infants, toddlers and preschool age children receiving care in direct service programs, and other programs choosing to use a developmental assessment. • If a child receives services for less than ten hours per week, a DRDP assessment is recommended but not required.	• All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported to the CDE Special Education Division. • All preschool-age children (3 - 5-year-olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). • To be included in the fall assessment, children must begin services before **October 1**. • To be included in the spring assessment, children must begin services before **March 1**.
When children are assessed	Child assessments are completed within the first 60 days of enrollment and then at six month intervals thereafter. Programs wishing to assess more frequently may do so.	• Children are assessed twice a year, fall and spring. Plan to submit data by December 1 for the fall and June 1 for the spring assessment. • Assessment should be conducted at six month intervals. • Check with local administrators as to how, when, and to whom DRDP data will be submitted.
How children are assessed	All children are assessed with the DRDP (2015): • Children birth to three years of age are assessed with the Infant/toddler view • Children three to five years of age are assessed with the Preschool view	All children are assessed with the DRDP (2015): • Children birth to three years of age are assessed with the Infant/toddler view • Children three to five years of age are assessed with the Preschool view
Where to submit DRDP data	Assessment data is input to DRDP Online for secure data storage and to obtain psychometrically valid reports.	Submit data files to CDE/SED in one of two ways: • Into the SELPA's MIS that will upload to DR Access Data • Into the DRAccessReports secure data system to prepare data for SELPA upload to DR Access Data
How to obtain reports of results	Psychometrically valid reports are available upon entry of assessment data into DRDP Online.	• Psychometrically valid reports are available upon entry of assessment data from www.draccessreports.org • Coordination with local Management Information Systems is available. Contact reports@draccess.org, for assistance.

The DRDP (2015) will be administered in both the California Department of Education's Early Learning and Care Division (ELCD) programs and in Special Education Division (SED) early intervention and preschool programs. This table provides information about which children are assessed; and when, how, and where to submit the results of the DRDP (2015).

For more information:

- For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
- For CDE-funded Special Education programs: www.cde.ca.gov/sp/se/
- For ELCD Training and Technical Assistance: Desired Results for Children and Families Project www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project www.draccess.org

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Appendix B:
Resources for Assessing Children who are Dual Language Learners with the DRDP (2015)

The DRDP (2015) takes into consideration the specific cultural and linguistic characteristics of California's diverse population of young children, with specific consideration for children who are young dual language learners. The introduction in the DRDP (2015) Assessment Manual provides information on completing the assessment with young children who are dual language learners. Keep in mind that young dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. Communication in *all* languages the child uses should be considered when collecting documentation and completing the measures in all domains of the DRDP (2015).

The following resources will increase your knowledge and help you better complete the DRDP (2015) for young children who are dual language learners.

Organization	Resource Title	Resource Description	Web Address
From the California Department of Education	California's Best Practices for Young Dual Language Learners: Research Overview Papers	Two papers in this series are particularly relevant: "Assessment of Young Dual Language Learners in Preschool" focuses on the need for accurate and valid assessment of young dual language learners. It includes a decision tree for practitioners to determine in which language to assess young DLLs, a matrix of language and literacy assessment for use with preschool-age children, and a sample family interview protocol to learn about families' language practices. "Early Intervention and Young Dual Language Learners with Special Needs" addresses the language development of young dual language learners with special needs and key considerations when choosing the language for intervention.	www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf
From the California Department of Education	California Department of Education web pages:	• Understanding Dual Language Development • Assessing Young Dual Language Learners • English Language Development (ELD) Foundations • Supporting Dual Language Learners	desiredresults.us/dll/index.html
From the California Department of Education	Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning; A Resource Guide, Second Edition.	This document, often known as the PEL Guide, provides research related to dual language learning and practices to support children's learning and development. It is available in Spanish and English, and also has an accompanying DVD titled "A World Full of Language."	www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf
From the California Department of Education	Assessing Children with Disabilities who are Dual Language Learners	This document provides guidance in assessing children with disabilities from linguistically diverse backgrounds with the DRDP (2015) including information on second language acquisition in young children, suggestions for communicating with children who are English Learners, and information about cultural influences on learning.	draccess.org/DLLGuidance.html

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Organization	Resource Title	Resource Description	Web Address
From the Office of Head Start National Center on Cultural and Linguistic Responsiveness	Gathering and Using Language: Information that Families Share	One-third of the children in Early Head Start and Head Start are Dual Language Learners (DLLs). Recent research provides insights into dual language development and key ways to support children's progress.	eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll_background_info.pdf
From the Office of Head Start National Center on Cultural and Linguistic Responsiveness	Code Switching: Why It Matters and How to Respond (Workbook for Early Head Start/Head Start Programs)	This easy to use workbook defines and describes code switching. It identifies which children code switch and explains why code switching matters. It also includes numerous examples of how adults can provide strong language models for children when they code switch.	eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/code-switching.html
From the National Association for the Education of Young Children (NAEYC)	Screening and Assessment of Young English-Language Learners	Supplement to the NAEYC and NAECS/SDE Joint Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation	www.naeyc.org/files/naeyc/file/positions/ELL_Supplement_Shorter_Version.pdf
From the Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)	Development of Infants and Toddlers Who Are Dual Language Learners	This paper reviews empirical research about the development of infants and toddlers who are dual language learners (DLLs) looking at formation of attachment relationships; development of motor skills; the foundation for executive functioning skills to regulate behaviors; huge advances in detection, comprehension, and production of language; and many more developmental accomplishments.	fpg.unc.edu/resources/working-paper-2-development-Infants-and-toddlers-who-are-dual-language-learners
From the Council for Exceptional Children/ Division for Early Childhood (DEC)	YEC Monograph 14: Supporting Young Children who are Dual Language Learners with or at-risk for Disabilities	Considers contemporary perspectives about strategies to support young children who are dual language learners served in inclusive early childhood settings. Information included in this monograph will be immediately useful for practitioners and families and will demonstrate the value of thoughtfully and systematically approaching assessment, interventions, and services for the benefit of children who are dual language learners and their families.	www.dec-sped.org/sub-yec-mono-14
From the Educational Testing Service (ETS)	Enhancing Young Hispanic Dual Language Learners' Achievement: Exploring Strategies and Addressing Challenges	This education policy report explores issues related to improving instruction in programs serving preschool-aged children focusing on young Hispanic dual language learners. Assessment is addressed in the section titled: Improving Teachers' Practice through the Assessment of Young Dual Language Learners	onlinelibrary.wiley.com/enhanced/doi/10.1002/ets2.12045/

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Appendix C:
Strategies for Observation and Documentation

The DRDP (2015) is administered through observation in natural settings by teachers and other service providers in the classroom or center and by family members in home and community settings. Observations are embedded into typical, ongoing routines and activities throughout the day. The process of observation requires planning in advance on the part of teachers and service providers. As you review the measures of the DRDP (2015), consider specific routines or activities during the day where you would be able to observe more than one measure or more than one child.

Strategies for Effective Observation

Observation should be ongoing throughout the year. The assessment windows for the DRDP (2015) provide a period of time to make sure teachers and service providers have sufficient documentation for each of the measures in time to submit DRDP data. To rate a child's behavior, teachers and service providers should use naturalistic, or authentic, observation strategies. Below are several key points to support naturalistic observations. You will find additional information about naturalistic assessment by viewing the short video, *What is Authentic Assessment* at draccess.org/guidancefordrdp. Many observation and documentation job aids can be found at desiredresults.us/teachers. You will also find a training DVD, *Getting to know You Through Observation,* at desiredresults.us/observation-resources that can be used by ELCD and other administrators to train staff.

Strategies for Effective Documentation

A variety of methods are available for recording information gathered through naturalistic observations, including:

- **Anecdotal Records** – An anecdotal record is a written note about what a child does or says during a typical or routine activity. Anecdotal records result in brief descriptions of the behavior observed.
- **Event recording (tallies)** – In event recording, the observer records each instance of the behavior being observed so that an indication of frequency is obtained. Usually this is done with tally marks but may also be recorded using a code such as "+" for correct and "-" for incorrect.
- **Checklists** – Checklists are lists of specific skills or behaviors that can be used during observation to check off the behaviors observed with a group of children.
- **Rating Scales or Rubrics** – Rating scales and rubrics are similar to checklists in that they include lists of behaviors but they also include additional descriptive information about the behavior such as how well, how frequently or how independently the behavior occurred.

10 Strategies for Naturalistic Observation

Know the instrument – Be familiar with the instrument, including the domains and measures being observed.

Observe naturally – Observe the child in the context of typical routines and activities, interacting with familiar people, in familiar places, and with familiar materials.

Observe objectively – Focus on what the child does. Be as objective and detailed as possible. Avoid using labels, qualitative descriptors, or stereotypic expectations that may bias your observations.

Observe strategically – Observe for skills that correspond to the DRDP measures and record your observations. You may be able to gather information on more than one measure during one observation.

Observe daily or routinely – When observations are part of the daily routines, children become accustomed to being observed and seeing notes being recorded.

Observe variety and consistency – Be aware of a child's overall performance, even when focusing on a single aspect of behavior. Observe the child over time and during different routines and activities.

Be specific and complete – Intentionally and purposefully record the specific details of what you actually observe as soon as possible. Details are important and might be easily forgotten.

Plan ahead – Plan for observations as part of weekly lesson planning. Plan to observe during activities that do not require your full assistance or plan for someone else to observe and document.

Allow time – Allow adequate time for the child to complete any task that he or she is engaged in even if it requires more time than one might expect.

Use appropriate adaptations – Ensure that appropriate adaptations as determined by the IFSP or IEP team are in place when observing the child.

- **Work Samples** – Documentation can also include the collection of 2- or 3- dimensional products that children have produced such as drawings, writing on paper or 3-dimensional constructions the child has made for example with play dough or other materials.
- **Videos or Photographs** – Cameras can be used to document observed behaviors of children through videos or still photographs.

Information on strategies for implementing the above documentation strategies can be found at: eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html

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Consider the following for planning and collecting documentation:

- Choose methods of documentation that can be embedded into a program's environment, structure, and routines.
- Plan ahead for materials needed for documentation such as sticky notes or pre-printed labels with children's names for anecdotal records or clipboards with checklists or rubrics. Materials should be strategically located through out the classroom.
- Observe children's behaviors throughout the day and record documentation while observing.
- Date each piece of evidence for future reference.
- Collect documentation over time. Documentation over time strengthens the validity of ratings.
- Organize the documentation collected immediately after collecting it.
- Keep assessment information confidential. Store the DRDP materials, including notes, in a secure location to ensure confidentiality for each child.

Organizing Documentation

Portfolios: Portfolios are a helpful way of organizing information. ELCD programs are required to use a form of portfolio to organize documentation. Portfolios may contain anecdotal notes, children's work samples, photos of children's activities, audio or video recordings, and transcripts of the child's language. The portfolio methods selected should work well for the program.

Electronic Portfolios: If notes are entered into a computer, an electronic portfolio can be produced to summarize the evidence. Please check with a local administrator for procedures regarding consent for photography and video.

Collaboration to Support Effective Documentation

A central goal for teachers and service providers who use the DRDP (2015) is to obtain measures of the child's developmental progress based on typical day-to-day behaviors. It is difficult to imagine one individual having access to all of the many learning opportunities that a child encounters throughout each day. Therefore, it is very helpful to seek input from individuals who have ongoing contact and who know the child well in order to obtain the most complete and accurate picture of the child's skills and abilities. It is important to consider how and when collaborating with others will support and help to inform the accurate rating of measures for the DRDP (2015).

Although direct observation of a child is the primary method used to inform ratings, other sources of evidence should be used to supplement observations. Gathering information from others who know the child well such as family members, caregivers, or other service providers often provides a wealth of additional information about a child's skills, knowledge, and behaviors. This also provides the additional benefit of observations across different settings. There are numerous ways that others can collaborate in sharing information such as written observations, conversations that focus on a child's development, or viewing short videos or recordings that illustrate a child's behavior in typical routines and activities.

Planning ahead can make the process of collaboration more helpful. Identify early on in your relationship with the child's family, who else might provide helpful information to assist in documenting their child's development. Make sure that the family is well informed about the purpose of the DRDP (2015) and the important role that they can play in sharing their observations about their child. With the family's permission, communicate with other individuals who know the child and strategize with them how they might be able to share information with you.

Communication is key to successful collaboration. *For a more detailed look at collaboration and the assessment process please refer to Appendix F.*

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Appendix D:
Comprehensive Definitions of Adaptations to be Used with the DRDP (2015)

Adaptations are changes in the environment or differences in observed behavior that allow children with Individualized Family Service Plans (IFSPs) or Individualized Education Plans (IEPs) to demonstrate their knowledge and skills in their typical environments. Adaptations that are in place for the child during the normal course of the day should also be in place during observations for the DRDP (2015). New adaptations should not be introduced solely for the purpose of conducting an assessment. Seven broad categories of adaptations are used with the DRDP (2015). This is the same system of adaptations developed for and used in the DRDP *access*.

1. Augmentative or Alternative Communication Systems

Augmentative and alternative communication systems are methods of communication other than speech that allow a child who is unable to use spoken language to communicate with others. An augmentative communication system is used to augment or facilitate the development of speech. An alternative communication system is used in place of speech. Some examples include sign language, picture cards, and electronic communication devices. Assessors should use these systems as part of the observation of a child using language in a natural context. Assessors should not just elicit responses or contrive adult-directed situations.

If American Sign Language is the child's primary language, it is designated as the home language, and not an adaptation. If sign language is used as a bridge to learning verbal language, then it is considered an adaptation.

2. Alternative Modes for Written Language

Alternative Modes for Written language are methods of producing written language used by a child who cannot see well enough or cannot hold and manipulate a writing utensil well enough to produce written symbols. If a child cannot see or cannot hold a pencil or marker, this adaptation may be used to assist in reading or writing, or emergent reading or writing. Examples of this adaptation include using a Braillewriter, keyboard, or computer.

Naturally, preschool-age children are not proficient at reading and writing. This adaptation allows for children to explore reading and writing and develop their skills in a developmentally appropriate manner.

3. Visual Support

Visual supports are adjustments to the environment that facilitate a child's ability to see or to understand the surrounding environment or events. Acceptable visual supports include:

- Adjustments in contrast
- Adjustments in lighting
- Distance from objects
- Increased size of materials
- Verbal description of events

4. Assistive Equipment or Devices

Assistive equipment or devices are tools that make it possible or easier for a child to perform a task. The child should be familiar with the use of the device. Any type of adaptive equipment or assistive device that the child needs for mobility, positioning or manipulating objects is acceptable, including:

- Walkers
- Standers

5. Functional Positioning

Functional positioning enables postural support that allows a child to have increased control of his body. It is important that positioning devices are available to the child across settings so that the child may access daily routines and activities and so they may be observed in a variety of activities. Some examples include:

- Standers
- Cube chairs
- Tricycles with seat belts and built-up pedals

6. Sensory Support

Sensory support includes either increasing or decreasing sensory input to facilitate a child's attention and interactions in the environment. Some children may need increased sensory input and others may need decreased input. Some children require different types of sensory support in different activities. Sensory support may include:

- Reducing background noise
- Adjusting tactile stimulation
- Adjusting visual stimulation

7. Alternative Response Mode

Using alternative response modes means recognizing that a child might demonstrate mastery of a skill in a way that differs from a typically developing child. For this adaptation, the environment is not modified as in the other adaptations. Rather, the child's unique yet consistent responses that may indicate the presence of a skill are identified. For example, the child with autism may look out of the corner of his or her eye instead of establishing direct eye contact, or the child with a physical impairment may use atypical movement patterns. The form of a child's response may differ from that of his peers and still be considered to demonstrate mastery of a skill.

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Appendix E:
Resources for Working in Partnership with Families

A central goal of the DRDP is to identify a child's developmental progress based on typical, day-to-day behaviors. It is appropriate to seek input from individuals who have ongoing contact with the child and know the child well. Family members' descriptions of their child's behavior in the home or in community settings will help teachers and service providers know more about the child's behaviors across settings, particularly for those skills the child may not demonstrate routinely in the educational setting; and help teachers and service providers obtain more comprehensive information in order to make accurate ratings for the DRDP (2015).

Family members may participate in the DRDP assessment in a number of ways:

- Inform the child's teachers and service providers of the child's history for a more complete picture of the child.
- Share the skills they see their child using in typical activities, and might share these skills via stories, photos, drawings, observations, and/or video clips.
- Share the child's strengths, areas they wish to focus on, and areas of growth they observe.
- Become informed about the next steps in their child's development.
- Help determine which adaptations will help their child participate in everyday activities (for children with an Individualized Family Service Plans (IFSPs) or Individualized Education Program (IEPs)) and share with the team adaptations the child uses at home, at school, and in other settings.

Below are resources to assist families in knowing more about the DRDP (2015) and the skills assessed as well as resources to assist teachers and service providers in working as partners with families in the assessment process.

Resources for Families

Overview of the DRDP (2015) for Families:
draccess.org/OverviewOfDRDPaccessForFamilies.html
A document describing how the DRDP (2015) works for children, including those with IFSPs and IEPs; and how it benefits families, children, providers, and programs.

All About Young Children: allaboutyoungchildren.org
A website for families describing skills that help children learn including how they learn language, how they learn about feelings and relationships, how they learn about numbers, and how they become skillful at moving their bodies. (Available in eight different languages.)

California MAP to inclusion and Belonging: cainclusion.org/camap/counties.html
The MAP Project website supports the inclusion of children with disabilities and other special needs ages birth to 21 in child care, after school and community settings. It includes links to resources on topics related to families and children with IFSPs and IEPs. The website contains a statewide interactive directory by county, of Family Resource Centers (FRC), Special Education Local Plan Areas (SELPA), Regional Centers, Head Start, and more for families of children with IFSPs and IEPs.

Desired Results for Children and Families, Information for Families brochure:
desiredresults.us/content/families
A brochure describing the Desired Results System for families.

Watching My Child Grow: desiredresults.us/content/families
A DVD that describes the Desired Results Assessment System and its benefits for all children and families from the voices of parents. Call 1-800-770-6339 or visit the website.

Resources for Teachers and Service Providers

Family Engagement and Ongoing Child Assessment: eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/family-engagement-ongoing-child-assessment-eng.pdf
A document that addresses the perspectives of parents and program staff in the sharing of child assessment information through the formation of partnerships and suggests strategies for bringing those perspectives together.

The Role of Family Observations:
draccess.org/RoleOfFamilyObsv.html
A document describing the research findings that suggest parents' observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.

Supporting Children and Families Living in Homeless Situations

CDE Homeless Education website: www.cde.ca.gov/sp/hs/
The McKinney-Vento Act defines homelessness as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes individuals who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; who may be living in motels, hotels, trailer parks, shelters, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Homeless children and youths have the right to access the same free, appropriate public education, including public preschools, as provided to other children. The website above addresses these rights, and provides educational information and resources for families and educators.

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Supporting Children in Foster Care

CDE Foster Youth Services website: www.cde.ca.gov/ls/pf/fy/
Children in foster care face significant barriers to positive educational experiences and academic achievement. A large percentage of children placed in foster care experience physical and emotional trauma as a result of abuse, neglect, separation from family, and impermanence. Although youth are placed in foster care for their safety, foster youth often do not find the security and stability they need through the foster care system. Most children who enter foster care have been exposed to many conditions that have undermined their chances for healthy development and learning.

On average, children who enter the foster care system have experienced more than 14 different environmental, social, biological, and psychological risk factors before coming into care, all impacting learning. These factors often include abuse and neglect, exposure to illicit drugs, and poverty. Once in foster care, they often experience other challenges to their well-being. They may be separated from their brothers and sisters, moved from one foster care placement to another, experience frequent changes in home placements or school placement, or caseworkers who may lack the resources to effectively advocate and plan for their best interests.

The California State Legislature recognizes that a high percentage of foster youth are working substantially below grade level, are being retained at least one year at the same grade level, and are becoming school dropouts. In response, the legislature declared that the instruction, counseling, tutoring, and provision of related services for foster youth be a state priority and mandated the Foster Youth Services Coordinating FYSC) Programs through California Education Code sections 42920–42925. The Program provides services to all foster children and youth attending schools in each county.

The website addresses foster children's rights, and provides educational information and resources.

For more information

- For CDE-funded Early Education programs: www.cde.ca.gov/sp/cd/
- For CDE-funded Special Education programs: www.cde.ca.gov/sp/se/
- For ELCD Training and Technical Assistance: Desired Results for Children and Families Project at www.desiredresults.us
- For SED Training and Technical Assistance: Desired Results Access Project: www.draccess.org

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Appendix F: Collaboration to Complete the DRDP (2015)

"The most valuable resource that teachers have is each other. Without collaboration our growth is limited to our own perspectives." – Robert John Meehan

Collaborating with Others Who Know the Child Well

Our understanding of young children is strengthened when we commit to partnerships with individuals, including family members, who know the child well and in different settings. Collaboration in gathering and sharing information is important because it affords us windows into a child's life and offers perspectives that enhance our understanding of a child's skills and behaviors. Identifying and communicating with the individuals who can collaborate on rating the measures of the DRDP (2015) is an essential step in this process.

Through collaboration, early educators and special educators each bring their skills and perspectives. Early educators contribute by providing a picture of the child in the context of a classroom setting. Special education providers contribute by identifying perspectives on a child's unique learning needs and specific understanding of a child's disability including materials that should be available and adaptations that should be in place. This lays the foundation for teachers and service providers to complement one another's work in assessing a child's skills and development. Shared information can build relationships that lead to joint decision-making not only about the assessment process but also about curriculum, instruction, supports, and services that teachers, providers and families make for individual children and groups of children.

Collaboration to share assessment observations and evidence for completing the DRDP (2015) is built on relationships and a commitment to ongoing communication. It is developed over time with an understanding of each person's role. Aim for multiple, informal strategies that can be used on a daily basis. Identifying mutual interests in supporting the child is important. Some questions that address joint interests include:

- What are the child's goals?
- What specialized equipment or adaptations are used?
- How will the goals be infused into the child's day and into learning activities?
- How will we know our strategies are working?

Collaborating with others in the assessment process is especially important in situations where the child is served by multiple providers. For example, a child may attend an early education program and also receive special education services, such as speech-language, occupational, and/or physical therapy. Early education teachers and special education providers can work hand-in-hand to complete the observations and DRDP (2015) ratings for children who are dually enrolled in both programs. How this collaboration will take place – who will be involved and what roles each individual will play – will vary depending on the situation. Teachers and service providers have reported the following helpful strategies:

- sharing information, including observations, adaptations, curriculum and program goals, and IFSP outcomes or IEP goals
- providing anecdotal notes
- sharing work samples and portfolios
- reviewing reports of DRDP (2015) results together

Increasingly, teachers and providers are utilizing technology such as short video clips or recordings, with family permission, to share information and observations. The DRDP (2015) app helps teachers collaborate, as well as using technology such as email, phone conferences and free web conferencing platforms. Local policies on using devices should be followed and child information should not be sent via email.

The early education teacher and special education service provider responsible for completing the DRDP (2015) should each take the lead in partnering with others who work with the child. The general educator is responsible for entering DRDP data into DRDP Online. The special educator is responsible for reporting and entering the assessment data on children who have IEPs or IFSPs to the SELPA. However, except for data reporting, the assessment can be completed together by both educators, and a copy of the Rating Record held by each of them for their respective reporting. Suggestions to help get started working together include:

- Make an initial plan detailing areas to be observed directly and those areas in which others may have a more thorough knowledge of the child. The general education teacher can provide information on all domains. A speech-language therapist might inform measures in the Language and Literacy Domain. Families and special education providers including physical and occupational therapists are a good source of information for measures in the Physical Development and Health Domain.
- Contact the individuals who will collaborate to discuss the mutual goal of completing the assessment and to develop a plan for working together.
- Develop a timeline that is acceptable to all partners, including identifying deadlines and strategies to meet timelines.
- Collect any signature requirements for sharing child information from the family.
- Gather multiple perspectives and consider input from family and others who know the child during assessment.
- Determine when and how communicating about updates and results will occur.

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Collaborating with Families

Gathering family perspectives about their child's development and behavior provides important and valid data, which is useful for making informed assessment decisions. Research suggests that family observations are reliable and valid and should be considered an essential component of a comprehensive assessment process. Inviting parents and other family members to share observations of their child's development and behavior is required for ELCD programs and is good practice in all early childhood settings and programs.

When families collaborate with teachers and service providers in sharing their observations about their child's behaviors in the home or in community settings, it provides a richer and broader view of a child. Information from families helps to identify skills and behaviors that the child may not demonstrate routinely in the educational setting. For example, a teacher or therapist may not regularly observe a child's dressing or other self-help skills. However, families have repeated opportunities to observe their child's self-help skills both over time and in different settings. Parent observations support more accurate reporting about a child's skills.

Strategies for gathering information from families include the following:

- Make sure that families understand the skills and behaviors described in the DRDP (2015) measures. Teachers and service providers understand expected sequences of child development and are trained about how items on the DRDP (2015) reflect these sequences. Parents might not understand fully the meaning of measures without explanations or examples. It may be useful to provide families with examples of the kinds of behaviors to look for or the routines and activities that might provide a context for a behavior. For example, rather than ask a parent to describe a child's grasping pattern, inquire about how a child picks up small pieces of cereal during mealtime.
- It is reasonable for the observations of parents and practitioners to differ across the range of behaviors being rated. A child's behavior during activities and routines that occur in the classroom setting may differ from the same child's behavior in activities and routines in home or community settings. Not all perspectives about children's behavior based on parent or practitioner observations will be congruent. Rather, aim for convergence or the pooling of perspectives from all who know the child and have had repeated opportunities to observe behavior in different settings.

The ongoing conversations that we have with family members during our typical interactions with them are rich opportunities for learning about their child. Leading a focused conversation with a family is particularly important to obtain information on measures that you have not had the opportunity to observe. During these conversations, *focusing on routines and activities* provides a very useful context for asking a family about their child's everyday learning opportunities and skills. The four steps in the resource listed below will guide you in planning and leading focused conversations with families to help complete the DRDP (2015). If this is the first DRDP (2015) assessment that you will be completing with a particular child, be sure that you have spent enough time getting to know the child by observing the child's skills during typical routines/activities and by having conversations with the family.

For more information

DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014

Developed to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through age 5, who have or are at-risk for developmental delays or disabilities. The purpose is to help bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for you.
www.dec-sped.org/recommendedpractices

Inclusive Planning Checklist

Provides suggestions for activities that should take place to ensure that high-quality integrated services are provided. From the Early Childhood Learning and Knowledge Center, Office of Head Start.
eclkc.ohs.acf.hhs.gov/children-disabilities/article/inclusion-planning-checklist-center-based-early-care-education

Leading Conversations with Families to Inform the DRDP (2015): Focusing on Families and Children's Everyday Routines and Activities

A four-step process that guides early interventionists in holding focused conversations with families in order to gather information for the DRDP (2015).
draccess.org/LeadingFocusedConversations.html

The Role of Family Observations in the Desired Results Assessment System

An overview of the research findings that suggest parents' observations are reliable and valid and should be considered an essential component of a comprehensive assessment process.
draccess.org/RoleOfFamilyObsv.html

Desired Results Training and Technical Assistance Project

Website: www.desiredresults.us

Email: desiredresults@desiredresults.wested.org

Phone: (800) 770-6339

Desired Results Access Project

Website: www.draccess.org

Email: info@draccess.org

Phone: (800) 673-9220

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Desired Results Developmental Profile

School-Age©

DRDP-SA© (2011)

Complete Version

California Department of Education
Child Development Division

Sacramento, 2011

The Desired Results Developmental Profile – School-Age© (2011) was developed by the Center for Child and Family Studies at WestEd, Sausalito, and the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley, to support the implementation of the Desired Results system based on the guidelines and specifications of the Child Development Division, California Department of Education. The complete DRDP-SA© (2011) is available on the Department Web site at www.cde.ca.gov and on the Desired Results Training and Technical Assistance web site at www.desiredresults.us.

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DESIRED RESULTS
For Children and Families

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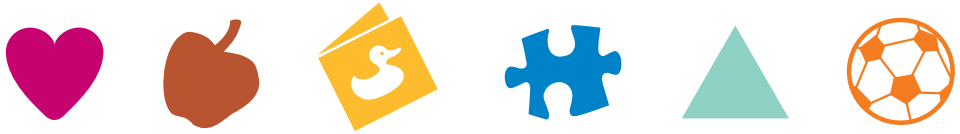

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DESIRED RESULTS
For Children and Families

The Desired Results Developmental Profile© – School Age (DRDP-SA©) assessment instrument is one of three instruments developed by the California Department of Education, Child Development Division (CDE/CDD). The instruments represent the centerpiece of the Desired Results system.

I. Overview of the Desired Results System

The Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age who are enrolled in early care and education programs or before- and after-school programs, and their families. The CDE's Special Education Division has developed an accessibility instrument known as DR *access*.

Desired Results are defined as conditions of well-being for children and their families. Each Desired Result defines an overall outcome. The DR system was developed based on the following six Desired Results:

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 implemented by the CDE is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

The DRDP© is aligned to the foundations and kindergarten content standards in three ways. First, the DRDP© measures are organized by the foundation domains. Second, each measure is based on the same continuum of development as the corresponding foundation or standard. Third, the DRDP© is grounded in the same research and child development literature as the foundations and standards. The DRDP© is an assessment that documents the level of development on a continuum separately for each individual child. In contrast, a foundation or standard identifies the specific competency, knowledge, or skill associated with a level of development on the same continuum or learning pathway all children typically move along with appropriate support. A teacher can use the DRDP© to identify the level of development of each child and to plan curriculum to support individual children's learning. A teacher can use the foundations as a guideline to understand the overall direction of all children's learning in the program. A teacher may also use the foundations for general planning to support learning and development.

II. Introduction to the DRDP-SA© (2011)

The DRDP-SA© is designed for teachers to observe, document, and reflect on the learning, development, and progress of all children in a before- or after-school program. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.

The DR system consists of three DRDP© assessment instruments. The age periods are infant/toddler (birth to 36 months), preschool (three years to kindergarten entry), and school-age (kindergarten through 12 years). Each assessment instrument links to and overlaps with the instrument preceding or following its age period, and together the instruments support a continuous measurement of learning and development from birth through age 12. This linkage between the assessment instruments is strengthened by the left-to-right representation of levels of development from earlier to later within each instrument.

The three DRDP© assessment instruments were developed for all children. A universal design review was completed to ensure that descriptions of observable behaviors are inclusive of all children. For children with individualized education programs (IEPs), teachers should collaborate with providers of special education services to obtain input when completing the DRDP© assessment instrument and information about accommodations when planning curriculum. The three DRDP© assessment instruments are available through http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp and http://www.wested.org/desiredresults /training/index.htm.

The other components of the DR system are:

- **Ongoing Program Self Evaluation Tool (OPSET).** The OPSET was developed to promote high-quality programs and the achievement of the Desired Results. The OPSET addresses family and community involvement; governance and administration; funding; standards, assessment, and accountability; staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning. Program quality is assessed annually through the required self-evaluation and the reviews conducted by CDE/CDD program staff.

- **Desired Results Parent Survey.** The Parent Survey is designed to assist programs in gathering information from families about (1) the family members' satisfaction with their child's program and how it supports the child's learning and development; and (2) family members' perceptions of their progress toward reaching the two Desired Results identified for families. The Parent Survey is available at http//:www.cde.ca.gov/sp/cd/ci/DRDPforms.asp and http//:www.wested.org/desired results/training/index.htm.
- **The Environment Rating Scales.** The four Environment Rating Scales (ERS) are used to measure the quality of the program environment (e.g., child–teacher interactions, children's interactions and activities, language use, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted by CDE/CDD program staff. Additional information on the ERS is available at http://www.fpg.unc.edu/~ecers/.

The three DRDP© assessment instruments 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.

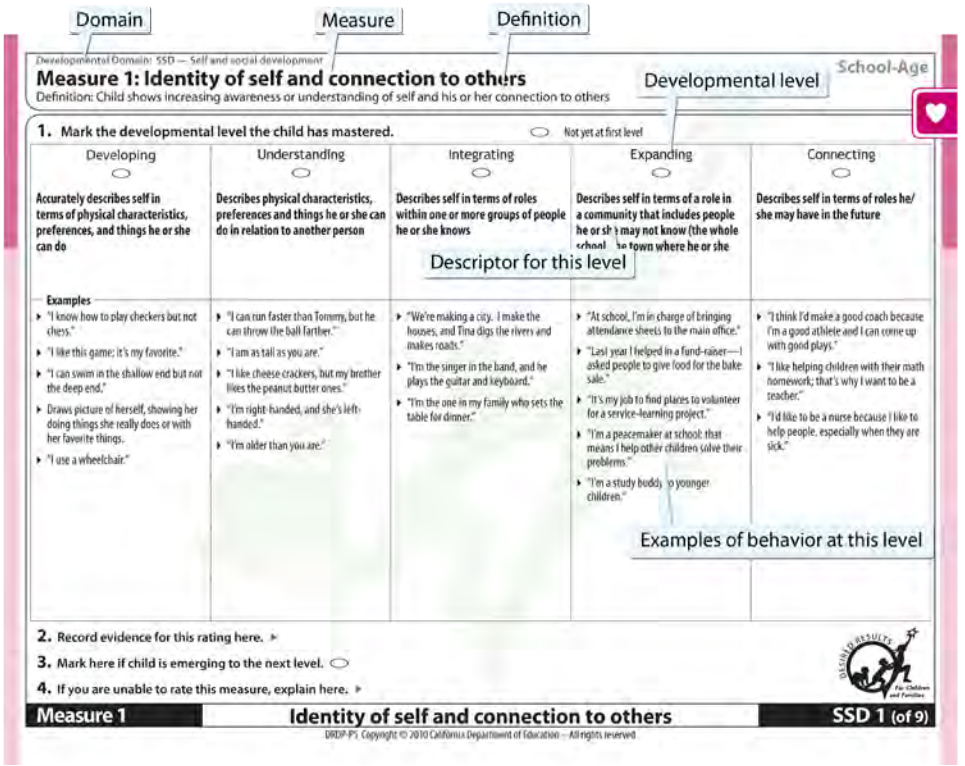
Extensive studies of the DRDP© assessment instruments have been conducted over the years of development and refinement. These studies have established the validity and reliability of the DRDP© instruments. An assessment instrument is considered valid if there is evidence that it actually measures what it is designed to measure. For the DRDP© instruments, this evidence begins with the researchers whose contributions ensured that the wording of the descriptors and of the examples is based on the science of early development. The input of practitioners helped to ground the wording based on their years of knowledge and experience with children at these age levels. The evidence of validity also comes from the contributions of the teachers using the DRDP© instruments in research studies. Teachers shared their understandings to help make the wording clearer and to better reflect what children actually do in early care and education programs. Additional evidence of validity comes from the data analyses conducted by the assessment experts. The analyses demonstrate that DRDP© measures work together consistently, according to the intended assessment design, and that DRDP© results are consistent with the results obtained from other assessment instruments that measure the same aspects of child development.

The reliability of an assessment instrument constitutes further evidence of validity. An assessment instrument is considered reliable if different observers rate the same child at the same developmental level for each item or measure and arrive at the same results. For actual use in any real-world situation, a high level of agreement between observers indicates the instrument is reliable. Perfect agreement between observers, however, is not required. In the DRDP© studies, the level of agreement between observers documented for the DRDP© measures consistently met and exceeded accepted standards for reliability.

III. Structure and Components of the DRDP-SA© (2011)

There are two versions of the DRDP-SA© assessment instruments. The complete version presented here consists of 31 measures that include academic domains typically assessed by K–12 teachers. The simplified version has 13 measures and does not duplicate K–12 assessments. Teachers may use either version to assess school-age children in before- and after-school programs.

The six components of each DRDP-SA© (2011) measure are highlighted in the sample measure below:



- A **domain** represents a crucial area of learning and development for young children. There are six domains in the DRDP-SA© (2011) complete version:
  - Self and Social Development (SSD)
  - Health (HLTH)
  - Language and Literacy Development (LLD)
  - Cognitive Development (COG)
  - Mathematical Development (MATH)
  - Physical Development (PD)
- A **measure** focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-SA© (2011). Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.
- The **definition** of a measure specifies the aspect of development that is being observed.
- The **developmental levels** for each measure represent a developmental continuum. Each developmental level specifies a point along the developmental continuum. In the DRDP-SA© (2011) Complete Version, most measures have five developmental levels. Measures in the HLTH domain have four levels. Measures in the LLD and MATH domains have six levels. The developmental levels in the DRDP-SA© (2011) are defined as follows:
  - **Developing:** Children at this level demonstrate an awareness of their behaviors and capabilities. They demonstrate an awareness of their own feelings and needs; recognize differences and similarities between themselves and others; engage in play with others while focusing primarily on their own needs; when reminded, respond consistently to adult requests and directions around rules, safety, personal care, and physical activity; understand and use simple language; engage with reading materials; write their own names; use familiar strategies to solve problems; know some letter and numbers; know and describe basic shapes; and use movements skills in a variety of tasks and settings.
  - **Understanding:** Children at this level begin to gain knowledge of their own skills and needs compared to those of others. They start to compare their own characteristics, skills and preferences to others; consider the needs of others; more consistently apply known rules and expectations for social interaction, safety, personal care, and physical activity with few reminders; use and understand more varied language; describe experiences in sequential order; identify simple sight words; write simple words; attempt different ways of solving a problem; invent new uses for toys and materials; maintain interest in activities of their choice; solve simple adding and subtracting problems with one-digit numbers; tell time to the nearest half hour; and coordinate multiple movements during activities.
  - **Integrating:** Children at this level begin to apply their knowledge of themselves and others. They begin to understand themselves in relation to others; carefully consider others' perspectives; resolve conflicts; follow rules for safety; engage in personal care routines without reminders; understand and use more complex vocabulary; write two or more sentences with accurate spelling, capitalization, and punctuation; make logical predictions of simple cause-effect events; make sense of new situations based on personal experience; persist in challenging activities; solve problems by adding and subtracting numbers with at least two digits; understand the relationships between units of time; and participate in extended physical activities.

- **Expanding:** Children at this level more consistently apply their knowledge and skills, demonstrating a more advanced understanding of themselves within the context of their community. They understand themselves as an important member of their community; understand and consider feelings, experiences, needs and rules of their group; propose solutions to conflicts; regularly follow safety rules; encourage others to practice good personal care routines; show understanding of indirect or playful language; select reading and writing resources for specific purposes; write clear and coherent sentences to express opinions and communicate with others; propose several reasonable alternatives to solve a problem; make logical predictions about future events; solve multiplication problems with numbers 0 to 10; measure accurately using appropriate units and subunits; and perform physical activities smoothly and effectively.
- **Connecting:** Children at this level consistently apply their knowledge and skills and demonstrate a deeper understanding of themselves in relation to others outside of their community. They understand experiences of others beyond their community; demonstrate an understanding of rules for the broader community; use language to express ideas and persuade; use the dictionary to learn the meaning of unfamiliar words; improve writing skills by creating more complex material; generate logical alternative solutions considering multiple viewpoints; identify the new skills necessary to improve at activities they choose; solve problems involving perimeter or area; make time unit conversions; and perform complex movements in coordination with others.
- **Applying:** Children at this level use their knowledge and skills to understand complex, real-life or hypothetical problems, including those of which they have no direct experience. They are able to draw conclusions using information gathered from various sources; use written and oral language to inform, persuade, and share ideas; use fractions and decimals to resolve real-life problems and calculate the duration of time; and understand three-dimensional objects.

- Each developmental level has a **descriptor** that describes observable child behaviors associated with that developmental level.
- Each descriptor is illustrated with several **examples** of behaviors that are consistent with that developmental level. An **example** is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.

California Department of Education
Child Development Division

Desired Results Developmental Profile—School-Age© (2011)

DRDP-SA© (2011) Complete Version
Kindergarten through age 12

Information Page

Instructions: Complete the Child Information and make a copy of this page. Use the copy for the 6-month follow-up assessment. At each assessment, complete the Observer Information and the date.

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)?

☐ 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 assessing this child?

☐ Yes (role/relation):_____
☐ No

For the following questions, check all that apply:

	English	Spanish	Other (specify):
10. Child's home language(s)?	☐	☐	_____
11. What language(s) do you speak with this child?	☐	☐	_____

12. If you do not speak the child's home language, did anyone assist you who does speak it?

☐ Yes (role/relation):_____
☐ No

Additional comments:

Instructions for Completing the DRDP-SA©

- Teachers may use either the DRDP-SA© (2010) Simplified Version or DRDP-SA© (2011) Complete Version.
- Use the DRDP-SA© with school-age children from kindergarten through 12 years old, including those who have an individualized education program (IEP).
- The teacher who most frequently interacts with the child is to complete the assessment instrument.
- Complete the Child Information section of the Information Page before beginning your observations.
- Use daily summaries, anecdotal records, notes from your recent observations, and samples of work to assist in completion of the DRDP-SA©.
- Complete the DRDP-SA© within 60 calendar days of the child's enrollment and every six months thereafter.
- Complete the DRDP-SA© for every child who attends the program at least 10 hours or more each week.
- Include input from parents, other adults in the child's life, and teachers who frequently interact with the child.
- If the child has an IEP, collaborate with the special education service provider[1] to obtain input when completing the assessment and planning curriculum.

[1] The special education service provider may be a special education teacher, a speech therapist, occupational therapist, or other specialist providing services specified in the child's IEP.

Completing the Information Page

Complete the Child Information section and make a copy of the Information Page. Use the original for the initial assessment and the copy for the six-month follow-up assessment. At the time of each assessment, complete the Observer Information and enter the date ratings were completed.

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 of the child's first day of enrollment in the program. If there are multiple dates, write the earliest one.
5. Indicate if the child has or does not have an Individualized Education Program (IEP). Mark "Don't know" if the child's status is still being determined or if you cannot answer this question.

   If the child has an IEP, identify whether accommodations/modifications have been made in the program. 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, master teacher).
9. If you received help in completing this DRDP-SA© from another staff member, family member, or other adult who interacts with the child, check "Yes" and indicate the relationship of that adult to the child.
10. If you are the child's primary teacher, check "Yes." If you are not, check "No" and indicate your relationship to the child.
11. Specify what languages are regularly spoken in this child's home.
12. Specify what languages you use when speaking with this child.

    If relevant, provide the name and role of the person who speaks this child's home language and who assisted you in communicating with this child.

Completing the Assessment Instrument Pages

1. For each of the 31 measures, fill in or check the bubble that corresponds to the **developmental level** the child has mastered at the time of the assessment. Consider the descriptors and examples to determine the child's level of mastery.

   - The descriptors describe observable behaviors for the developmental level.
   - The examples provide a sample of possible behaviors you might observe for each developmental 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: If a child has not mastered the first level of the developmental continuum for a measure, mark the "Not yet at first level" bubble provided at step 1, above the descriptors.

2. Use the space at the bottom of the page to write your evidence for the rating you chose and provide references to other documentation.

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

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

   - A child may be emerging to the next level by showing behaviors associated with the next developmental level; however, the child does not typically or consistently demonstrate the behaviors.

   Note: If the child is rated at the final level of the developmental continuum for a measure, "emerging" does not apply since the assessment instrument does not include the next developmental level.

4. In the rare circumstance you are unable to rate a measure, use the bottom section of the page to describe in detail why it was not possible to rate the measure.

Completing the Rating Record

For the first assessment, record your ratings on the DRDP-SA© (2010) instrument. For the second assessment, you may use the Rating Record or a new, unmarked DRDP-SA© (2010) instrument. In either case, it is important to complete each assessment without looking at the ratings of previous assessments. When you use the Rating Record, also use an unmarked instrument and review the definition and descriptors for each measure to determine your rating.

1. Fill out the information at the top of the Rating Record.
2. For each of the 31 measures, mark the column of the corresponding developmental level the child has mastered.
3. If the child is emerging to the next level, mark the column labeled "Emerging."
4. If you are unable to rate a measure, mark the column labeled "Unable to Rate."
5. On a separate page, record your evidence or provide references to other documentation for each measure. Include any evidence of emerging behaviors for any measure you marked "Emerging." For any measure marked "Unable to Rate," describe the reason.
6. Review and update the Child Information on the copy of the Information Page that was filled out at the time of the first assessment. Complete the Observer Information. Enter the date the ratings were completed. Attach the Information Page to the Rating Record and the separate page(s) of documentation.

Desired Results Developmental Profile—School-Age© (2011) Complete Version
Rating Record

DRDP-SA© (2011)

Date of assessment: _____ Child: _____ Observer: _____

Classroom: _____ Site: _____ Agency: _____

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. vi)

SA Measure	DOMAIN: Self and Social Development (SSD)	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
1	**SSD1:** Identity of self and connection to others									
2	**SSD2:** Self-esteem									
3	**SSD3:** Empathy									
4	**SSD4:** Impulse control									
5	**SSD5:** Follows rules									
6	**SSD6:** Awareness of diversity: appreciation of differences and similarities									
7	**SSD7:** Interactions with adults									
8	**SSD8:** Friendship									
9	**SSD9:** Conflict negotiation									
SA Measure	**DOMAIN: Health (HLTH)**	Not yet at first level	**Developmental Level**						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
10	**HLTH1:** Safety									
11	**HLTH2:** Understanding healthy lifestyle									
12	**HLTH3:** Personal care routines									
13	**HLTH4:** Exercise and fitness									
SA Measure	**DOMAIN: Language and Literacy Development (LLD)**	Not yet at first level	**Developmental Level**						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
14	**LLD1:** Comprehension of oral language									
15	**LLD2:** Expression of oral language									
16	**LLD3:** Interest in literacy									
17	**LLD4:** Decoding and word recognition									
18	**LLD5:** Comprehension of written materials									
19	**LLD6:** Writing									

Desired Results Developmental Profile—School-Age© (2011) Complete Version
Rating Record

DRDP-SA© (2011)

Date of assessment: _____ Child: _____ Observer: _____

Classroom: _____ Site: _____ Agency: _____

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. vi)

SA Measure	DOMAIN: Cognitive Development (COG)	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
20	**COG1:** Cause and effect									
21	**COG2:** Problem solving									
22	**COG3:** Demonstrates inventiveness									
23	**COG4:** Memory and knowledge									
24	**COG5:** Pursuit of understanding									
25	**COG6:** Task persistence									
SA Measure	**DOMAIN: Mathematical Development (MATH)**	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
26	**MATH1:** Number sense of mathematical operations									
27	**MATH2:** Measurement									
28	**MATH3:** Shapes									
29	**MATH4:** Time									
SA Measure	**DOMAIN: Physical Development (PD)**	Not yet at first level	Developmental Level						Emerging	Unable to Rate
			Developing	Understanding	Integrating	Expanding	Connecting	Applying		
30	**PD1:** Gross motor movement									
31	**PD2:** Fine motor skills									

List of Measures Within Domains

Domain	Measure	
Self and Social Development (SSD)	**1**	SSD1: Identity of self and connection to others
	2	SSD2: Self-esteem
	3	SSD3: Empathy
	4	SSD4: Impulse control
	5	SSD5: Follows rules
	6	SSD6: Awareness of diversity: appreciation of differences and similarities
	7	SSD7: Interactions with adults
	8	SSD8: Friendship
	9	SSD9: Conflict negotiation
Health (HLTH)	**10**	HLTH1: Safety
	11	HLTH2: Understanding healthy lifestyle
	12	HLTH3: Personal care routines
	13	HLTH4: Exercise and fitness
Language and Literacy Development (LLD)	**14**	LLD1: Comprehension of oral language
	15	LLD2: Expression of oral language
	16	LLD3: Interest in literacy
	17	LLD4: Decoding and word recognition
	18	LLD5: Comprehension of written materials
	19	LLD6: Writing

Domain	Measure	
Cognitive Development (COG)	**20**	COG1: Cause and effect
	21	COG2: Problem solving
	22	COG3: Demonstrates inventiveness
	23	COG4: Memory and knowledge
	24	COG5: Pursuit of understanding
	25	COG6: Task persistence
Mathematical Development (MATH)	**26**	MATH1: Number sense of mathematical operations
	27	MATH2: Measurement
	28	MATH3: Shapes
	29	MATH4: Time
Physical Development (PD)	**30**	PD1: Gross motor movement
	31	PD2: Fine motor skills

Measure 1: Identity of self and connection to others

Definition: Child shows increasing awareness or understanding of self and his or her connection to others

1. Mark the developmental level the child has mastered.

○ Not yet at first level

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○
Accurately describes self in terms of physical characteristics, preferences, and things he or she can do	**Describes physical characteristics, preferences and things he or she can do in relation to another person**	**Describes self in terms of roles within one or more groups of people he or she knows**	**Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives)**	**Describes self in terms of roles he/she may have in the future**
Examples ▸ "I know how to play checkers but not chess." ▸ "I like this game; it's my favorite." ▸ "I can swim in the shallow end but not the deep end." ▸ Draws picture of herself, showing her doing things she really does or with her favorite things. ▸ "I use a wheelchair."	▸ "I can run faster than Tommy, but he can throw the ball farther." ▸ "I am as tall as you are." ▸ "I like cheese crackers, but my brother likes the peanut butter ones." ▸ "I'm right-handed, and she's left-handed." ▸ "I'm older than you are."	▸ "We're making a city. I make the houses, and Tina digs the rivers and makes roads." ▸ "I'm the singer in the band, and he plays the guitar and keyboard." ▸ "I'm the one in my family who sets the table for dinner."	▸ "At school, I'm in charge of bringing attendance sheets to the main office." ▸ "Last year I helped in a fund-raiser—I asked people to give food for the bake sale." ▸ "It's my job to find places to volunteer for a service-learning project." ▸ "I'm a peacemaker at school: that means I help other children solve their problems." ▸ "I'm a study buddy to younger children."	▸ "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." ▸ "I like helping children with their math homework; that's why I want to be a teacher." ▸ "I'd like to be a nurse because I like to help people, especially when they are sick."

2. Record evidence for this rating here. ▸

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

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

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Measure 2: Self-esteem

Definition: Child makes positive judgments about self and his/her own abilities in increasingly broad contexts

1. Mark the developmental level the child has mastered. ⬭ Not yet at first level

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Makes positive judgments about personal characteristics, skills, or behavior	**Makes positive judgments about personal characteristics, skills, or behavior in relation to someone else**	**Makes positive judgments about self related to others in his or her group; describes personal role within group**	**Makes positive judgments about self related to others in his or her community including people he or she may not know (the whole school, the town where he or she lives)**	**Makes positive judgments about self based on how he or she has done in the past and may do in the future**
Examples ▸ "I am good at drawing animals." ▸ Smiles proudly at picture or art project she has made. ▸ "I can run really fast!"	▸ "I'm really good at handball—I can even beat Jose some of the time." ▸ "I'm glad that I was chosen for a big role in the play."	▸ "I help other children in my class with their math homework because I'm good at math." ▸ "Whenever we play soccer, I'm the goal-keeper because I'm not afraid of the ball." ▸ "My friends like me because I don't tell their secrets."	▸ "I helped my school's recycling program by making signs and putting them on trash cans." ▸ "I've helped other families by working on the food drive." ▸ "I like helping people in my community. I help every week in my school's library." ▸ "I play soccer in the 'rec' league and I'm a pretty good goalie." ▸ "Our band got second place in the state competition!"	▸ "I will do well in college because I study a lot." ▸ "I could go to the Olympics. I practice every day." ▸ "I could be a translator because I speak English and Spanish/Chinese [my home language] well."

2. Record evidence for this rating here. ▸

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

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

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Measure 3: Empathy

Definition: Child shows increasing awareness of others' feelings and experiences and responds appropriately through words or actions

1. Mark the developmental level the child has mastered. ⬭ Not yet at first level

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Demonstrates awareness of own feelings	**Shows awareness of feelings of others with appropriate words or actions**	**Shows understanding of how someone else might feel in a certain hypothetical situation**	**Shows understanding of feelings and experiences through words or actions for groups of people who live in his or her community (may not know them)**	**Shows understanding of feelings and experiences through words or actions for groups of people beyond his or her immediate community**
Examples ▸ "I feel really happy (sad, calm, thankful)." ▸ "I'm excited about our trip to the tide pools." ▸ Draws picture to show how he feels.	▸ "She's happy because her grandma is coming to visit." ▸ "My mom was really surprised and happy when we brought her breakfast in bed." ▸ Offers assistance to friend who is hurt, such as giving a bandage or asking, "Do you need a bandage?" ▸ Points out a picture in a book and accurately identifies a feeling to match the facial expression (happy, mad, sad).	▸ Says her sister must be getting excited because her birthday is coming up. ▸ "My mom would be so proud if I won this contest." ▸ "Mark will feel so good if he finishes his model plane [because he's been working so hard on it]." ▸ "Sarah will be disappointed if she doesn't place in the top 10, because she has been practicing so much."	▸ "I'm doing the walk-a-thon for the [local] children's hospital to raise money for sick children." ▸ Helps collect clothes/toys/food for a family whose house burned down near the school. ▸ "I feel sad for the children on the school team because we lost the tournament."	▸ "I worry about children who don't have enough to eat." ▸ "I heard on the news that a girl is missing. Her parents must be worried." ▸ Writes a letter to a child who is sick in another state or country. ▸ "I can't even believe how hard it would be to lose everything I have in a flood." ▸ "It would be hard to have to switch schools because you lost your home." ▸ Sends a letter to an unknown soldier stationed abroad.

2. Record evidence for this rating here. ▸

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

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

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Measure 4: Impulse control

Definition: Child shows ability to regulate responses to internal and external stimuli in increasingly broad settings

1. Mark the developmental level the child has mastered. ⬭ Not yet at first level

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Responds to adult reminder or direction to control inappropriate impulses	**Applies known rules to manage frustrating situations**	**Controls impulses independently, understanding the other person's point of view**	**Controls impulses based on what is right or fair for his or her immediate group**	**Controls impulses based on the needs of the greater community (people the child does not know)**
Examples				
▸ Expresses her anger or frustration by using words instead of hitting or throwing toys when reminded by staff. ▸ During circle time, if reminded to raise hand, child does so rather than call out to make comment or answer a question. ▸ Takes a toy from another child without asking, but waits for turn when reminded to.	▸ Raises hand and waits to be called on to make a comment or ask a question. ▸ When frustrated by the actions of another, refrains from hitting and instead seeks help from an adult. ▸ While waiting for a turn on the computer or in a game, chooses another acceptable activity to do (alternate activity may be suggested by staff).	▸ While waiting for a staff person, sits down to draw, read, or play something without being directed to. ▸ Suggests a reasonable compromise between what he wants to do and what peer wants to do. ▸ Indicates he will complete his homework before going out to play, because his parents requested it.	▸ Refrains from participating in a group that is teasing or bullying (because it's not 'fair' or 'nice'). ▸ Waits until it is her turn. When asked why, might reply "because they were here first [and it's only fair]." ▸ Without prompting, child agrees to participate in a game of softball, even though she/he 'voted for' soccer, because she accepts 'majority rules' [as what is most fair]. ▸ Resists peer pressure, instead choosing to do what is 'right' or 'fair.'	▸ Turns in found items to lost and found (instead of keeping them for herself). ▸ Returns money when he receives too much change back. ▸ Shows respect for others in the community (doesn't litter, doesn't damage property).

2. Record evidence for this rating here. ▸

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

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

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Measure 5: Follows rules

Definition: Child shows ability to follow rules in increasingly broad settings and understands the purpose of having rules

1. Mark the developmental level the child has mastered. ⬭ Not yet at first level

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Follows most program rules but often needs to be reminded	**Follows most rules and understands reasons for rules, even if he or she doesn't always follow them**	**Follows rules without reminders, even if he or she doesn't want to, and expects others to do the same**	**Knows and understands rules of the familiar group, and suggests ways to improve them so that they are fair for everyone in the group**	**Knows and understands rules for the broader community and suggests ways to improve them so that they are fair for everyone in the community**
Examples ▸ Attempts to play with toys at inappropriate times until reminded not to by staff. ▸ Tries to take an extra turn but conforms to game rules when reminded by an adult.	▸ Follows rules when suggested by peers or teachers, "You have to go to the end of the line because you're out." ▸ Reminds others to "follow the rules."	▸ Sits out willingly when it's no longer his turn. ▸ Expresses disappointment or disapproval when others do not follow the rules. ▸ Puts name on list to use the computer and waits turn; tells other child who is trying to use it out of turn to "put your name on the list." ▸ Readily goes to the back of the line when 'out' or sits out when it's no longer his turn.	▸ Suggests that children pick names out of a hat to decide teams because it's 'only fair' that everyone gets a chance at the best players. ▸ Suggests that game rules be changed to include more people. ▸ Suggests that it's OK to change rules if it's 'for a good reason.' ▸ Suggests a rotating schedule/sign-up sheet for using the computer so everyone gets a turn.	▸ Suggests that older children wait until 3:30 before using the playground so that younger children can gain access to the play structures by themselves. ▸ Suggests changing the rules for dropping off children so it will be safer. ▸ Suggests that children who are traffic guards should be allowed an extra five minutes before being marked late.

2. Record evidence for this rating here. ▸

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

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

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Measure 6: Awareness of diversity: appreciation of differences and similarities

School-Age

Definition: Children show awareness, acceptance, understanding, and appreciation of others' special needs, genders, family structures, ethnicities, cultures, and languages

1. Mark the developmental level the child has mastered.

○ Not yet at first level

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○
Identifies physical differences and similarities between self and others	**Expresses awareness of nonphysical differences and similarities between self and others, such as those related to culture, language, family structure, or religion**	**Makes accommodations for others in the group who are different from him or her**	**Takes action that shows interest in, and appreciation for, the similarities and differences of people in his or her community (may not know them)**	**Shows interest in promoting social justice for people beyond his/her community**
Examples ▸ "Her arms are stronger than mine." ▸ Finds pictures in magazines of people who look the same as and who look different from herself. ▸ "He and I both wear glasses."	▸ "He lives with his grandma and cousins, and I live with my mom." ▸ "We should make sure that we choose food for the party that everyone can eat." ▸ "We both speak English but Jose speaks Spanish, too." ▸ "My friend didn't come to school because he is having a special celebration at home."	▸ Helps a child in a wheelchair get something off a high shelf. ▸ Suggests new rules for a game to include a child with a disability. ▸ "We should write a sign saying 'hello' in different languages, so everybody will feel welcome." ▸ Encourages peers to include children who are different. ▸ Ensures that children who are learning English understand the rules before starting a game.	▸ Writes a story about the meaning of Martin Luther King Day. ▸ Attempts to learn basic vocabulary from a new language. ▸ "Let's print the flyers in different languages so everyone's parents can read them." ▸ Voluntarily helps to research and plan a field trip to visit different places of worship in his community. ▸ Volunteers to participate in organizing a multicultural event (school potluck, variety show, music night, recipe book).	▸ Discusses the similarities and differences between women's rights here and in other countries. ▸ Discusses human rights and talks about ways to protect them. ▸ Talks about how people shouldn't buy clothes made using child labor.

2. Record evidence for this rating here. ▸

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

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

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Measure 7: Interactions with adults

Definition: Child develops positive relationships with increasingly larger groups of adults and acknowledges adult's perspective while expressing clear sense of own self

1. Mark the developmental level the child has mastered. ⬭ Not yet at first level

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Seeks out one or two trusted adults for guidance or companionship in daily activities	**Interacts with a wider variety of adults, displaying increasing independence but still relying on them for guidance or reassurance**	**Listens to and considers adult's perspective while expressing and defending own ideas**	**Expresses clear sense of self as separate from adults in community (teachers, staff, parents, police officer, mayor), but acknowledges adult's perspective**	**Expresses clear sense of self as different from adults outside of their community, in the nation/ world, but acknowledges adult's perspective**
Examples ▸ Looks to trusted adults to determine daily schedule/activities, or needs adults to suggest or initiate reasonable activities. ▸ Notices when particular adult is absent. ▸ Seeks out favorite adult to sit next to during group activities.	▸ Initiates activities independent of adults but within adults' guidelines (starts an activity but needs help maintaining it). ▸ Comes back from independent play to report what she is doing. ▸ Seeks recognition for a drawing or other accomplishment. ▸ Asks for reassurance while playing a game—"Is this a good move?"	▸ Acknowledges rules of adult, but states what she would like to be different—"If I were in charge, I'd make a rule that..." ▸ "Can we have snack before we do homework because we had an early lunch at school today?" ▸ Helps point out strong points of other players to coach. ▸ Converses with adults about an idea or perspective, both giving own perspective and listening to adults.	▸ "If I get elected to the student council, I'm going to tell the teachers that children need more recess." ▸ "Most parents think we should go to bed by nine o'clock, but I think children should go to bed when they are tired." ▸ "They want to close the school because there aren't enough children in the area, but I think they should leave it open because this is the school some children are used to." ▸ "If I were in charge, I'd have a skateboard ramp in every park, but they think that children will get hurt."	▸ "I know adults have to drive to work, but they should think about carpooling to help the environment." ▸ "I know it would be hard, but if I were the president, I would make sure there was a park in every neighborhood." ▸ Writes a car company to ask for safer, more energy-efficient cars.

2. Record evidence for this rating here. ▸

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

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

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Measure 8: Friendship

Definition: Child develops one or more close relationships with peers and extends concept of friendship beyond his/her community

1. Mark the developmental level the child has mastered. ⬭ Not yet at first level

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Plays with other known children, focusing on own needs and making limited compromises with playmates	**Listens to and considers the needs and interests of a friend when they are expressed**	**On his or her own, considers and acknowledges the perspectives of one or more close friends**	**Considers the needs and interests of a group of friends and seeks ways to balance those with own interests and needs**	**Demonstrates concern and caring for children outside his or her community**
Examples ▸ Agrees to play pirates but only if playmate agrees to go outside. ▸ Continues to play with playmate even if unsuccessful in coaxing other child into playing his or her way. ▸ Tries to coax playmate into playing his way. ▸ Persists in playing one way despite requests from playmate to play another way.	▸ Asks friend what he wants to do—"Do you want to play inside or outside?" ▸ "I'll pick a game we play, then you pick one."	▸ Soothes a friend who lost a game or was eliminated. ▸ "I know you like hopscotch, so let's play that first." ▸ Acknowledges and respects a friend's opinion even if it is different from his own. ▸ "I know you like that book, but I don't think it was good." ▸ Asks if a friend knows how to play a game. If he says no, suggests another game.	▸ Agrees to watch a movie that isn't his first choice because his friends are watching it. ▸ Compromises on game rules when necessary to keep a game moving. ▸ Expresses unwavering support for the team, school, or candidate that his friends or parents support.	▸ Collects food or supplies to aid children affected by natural disasters. ▸ Writes letters or shows interest in children in different parts of the country or world. ▸ Sends cards to a children's hospital. ▸ Exchanges e-mails with or reads blogs from children who live in other cities.

2. Record evidence for this rating here. ▸

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

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

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Measure 9: Conflict negotiation

Definition: Child resolves conflicts by proposing solutions that consider the needs of others and extends concept of negotiation beyond his/her community

1. Mark the developmental level the child has mastered.

○ Not yet at first level

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○
During a conflict with another child, expresses own needs and desires	**During a conflict, listens to desires of another child and suggests or accepts a mutually agreeable solution**	**Resolves conflicts by proposing solutions that address the desires or rights of everyone in the group**	**Proposes solutions to conflicts that address the desires or rights of everyone in the community (even those who are not known personally)**	**Proposes solutions to conflicts that address the desires or rights of people beyond his or her community**
Examples ▸ "I want to play with this now." ▸ "I got to the swings first, so I get to go first." ▸ Uses nonverbal communication, such as pointing or gesturing, to show the toy she wants to play with.	▸ "If you give me a turn, I'll give it right back to you." ▸ "His dad is picking him up in ten minutes, so he should go first." ▸ When playing with dolls, shares the clothing. ▸ Accepts caregiver's suggestion, "Let's do Rock, Paper, Scissors."	▸ "Let's vote on this, but when Susana gets back she gets to vote too." ▸ "We need to save some for David because he's out sick today, but he worked for this too." ▸ When playing basketball game of HORSE with younger children, gives them two tries per turn instead of one. ▸ "My friend is out sick today—can we wait until tomorrow to pick parts for the play so she doesn't miss out?"	▸ "If they don't want us skateboarding on the stairs because it isn't safe, they could build a skate park." ▸ "I think children who are caught doing graffiti should have to clean up all the walls in the neighborhood." ▸ Child is part of safety patrol.	▸ "If two contestants on a reality show do very well, they should split the prize. It's not fair that one gets second place and doesn't win anything." ▸ "If someone finds a winning lottery ticket that someone else lost, then the person who bought it should get the prize." ▸ Takes action to speak out against injustice (writes a letter, signs a petition). ▸ Participates in a discussion to brainstorm ideas about how to reduce violence in the world.

2. Record evidence for this rating here. ▸

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

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

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Measure 10: Safety

Definition: Child shows increasing independence in following rules for personal safety

1. Mark the developmental level the child has mastered.

○ Not yet at first level

Developing ○	Understanding ○	Integrating ○	Expanding ○
Follows safety rules only when reminded	**Follows safety rules sometimes or with few reminders or little encouragement**	**Follows safety rules independently and on a regular basis**	**Participates in establishing rules and procedures that are safe for specific activities**
Examples ▸ When reminded, follows rule for safely entering the room one at a time, instead of rushing and pushing through the door. ▸ When reminded, keeps gate to playground closed. ▸ When reminded, asks for assistance to retrieve something from a high or dangerous place (a ball that is on the roof).	▸ Observes some safety boundaries, such as not walking in front of and behind someone swinging a bat, but may need reminders. ▸ Uses caution when jumping off equipment sometimes, but not always. ▸ Handles scissors safely (when using or carrying), but may need reminders.	▸ Independently looks both ways before crossing the street. ▸ Consistently carries scissors pointing down while walking. ▸ Regularly uses caution when walking in front of moving swings or slide that others are using. ▸ Stops a throwing game when someone walks through the game (to avoid hitting person).	▸ Initiates procedures for safety, such as drawing 'boundaries' for a game of jump-rope so people who are passing by won't get hurt. ▸ Reminds other children of safety rules. ▸ Identifies potential safety problems—"Let's store the heaviest blocks on the lowest shelves so they won't fall on anyone." ▸ "Let's move the reading center away from the door, so people don't get hit when it's opened."

2. Record evidence for this rating here. ▸

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

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

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Measure 11: Understanding healthy lifestyle

Definition: Child shows increasing independence in making healthy lifestyle choices

1. Mark the developmental level the child has mastered.

○ Not yet at first level

Developing ○	Understanding ○	Integrating ○	Expanding ○
Makes healthy choices when reminded or encouraged	**Makes healthy choices with few reminders or little encouragement**	**Makes healthy choices independently and on a regular basis**	**Encourages others to make healthy choices**
Examples ▸ Eats fruit for snack when it is provided. ▸ Wears hat on a sunny day when reminded. ▸ Follows suggestion to clean up art project early to be ready when parent arrives for pick-up.	▸ When allowed to make choices, sometimes chooses healthful food. ▸ Needs few reminders to plan ahead. ▸ With little encouragement, agrees to put on sunscreen when playing outside on a sunny day.	▸ When allowed to make choices, regularly chooses healthful food, such as fruits or vegetables. ▸ Sets own schedule to complete work, avoiding last-minute rush. ▸ Resists peer pressure to make unhealthy choices. ▸ Independently chooses to avoid intense physical activity when sick or tired.	▸ Debates benefit of alternatives to candy and soft drinks on-site. ▸ Brainstorms with peers how to get school work done early to reduce stress. ▸ Engages in discussion about resisting negative peer pressure. ▸ Makes posters for program about healthy lifestyle choices. ▸ Discusses the benefits of making food choices using the food pyramid.

2. Record evidence for this rating here. ▸

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

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

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Measure 12: Personal care routines

Definition: Child shows increasing independence in following personal care routines

1. Mark the developmental level the child has mastered.

○ Not yet at first level

Developing ○	Understanding ○	Integrating ○	Expanding ○
Follows rules of good personal care only when reminded	**Follows rules of good personal care with few reminders or little encouragement**	**Independently practices good personal care on a regular basis**	**Encourages good personal care among others**
Examples ▸ Follows rules or routines to wash hands before or after eating only when reminded by staff. ▸ Covers mouth when coughing only when reminded by staff. ▸ Ties or closes shoes when reminded. ▸ When reminded, puts on warm clothes before going out in cold.	▸ When given the choice, practices personal hygiene in some situations or some of the time (sometimes covers mouth when coughing; remembers to wash hands after using the bathroom but may forget to wash before eating). ▸ Sometimes remembers to use tissues when needed, but sometimes needs reminder. ▸ Remembers to dress warmly before going out in cold but sometimes needs reminders.	▸ Washes hands before eating and after using the toilet without being asked or reminded. ▸ Independently uses tissues when needed. ▸ Covers mouth when coughing without being reminded. ▸ Dresses warmly before going out in cold weather. ▸ Independently keeps shoes tied or fastened.	▸ Helps younger child wash hands thoroughly. ▸ Tells another to use soap when washing hands. ▸ Reminds others to cover mouth when coughing or to use tissue when needed. ▸ Suggests to friend to get her raincoat because it is raining outside. ▸ Notices and points out a friend's shoe is untied during a running game.

2. Record evidence for this rating here. ▸

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

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

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Measure 13: Exercise and fitness

Definition: Child shows increasing independence in participating in exercise and fitness activities

1. Mark the developmental level the child has mastered.

○ Not yet at first level

Developing ○	Understanding ○	Integrating ○	Expanding ○
Participates in active physical activity only when strongly encouraged	**Participates in active physical activity with some reminders or little encouragement**	**Participates in active physical activity independently and on a regular basis**	**Encourages others to engage in regular physical activity**
Examples ▸ Participates in basketball or soccer game only when encouraged by another child. ▸ Participates in adult-guided physical activities, such as a hike or nature walk, with encouragement.	▸ Sometimes chooses to play outside but occasionally needs a reminder. ▸ Sometimes chooses to participate in organized physical activities, such as a dance or drill team.	▸ Independently chooses to play an outdoor sport game during free choice time. ▸ Regularly participates in a variety of physical activities, such as a dance or drill team.	▸ Proposes formation of after-school soccer team. ▸ Designs poster about benefits of regular exercise. ▸ Helps organize physically active game. ▸ "Let's play soccer outside instead of sitting in front of the computer."

2. Record evidence for this rating here. ▸

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

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

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Measure 14: Comprehension of oral language

Definition: Child shows understanding of increasingly varied and complex oral language by responding appropriately (acting or communicating)

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Shows understanding of simple language and oral directions	**Shows understanding of more varied language, conversation, and stories**	**Shows understanding of increasingly complex conversation and vocabulary**	**Shows understanding of indirect or playful language and expressions**	**Shows understanding of new concepts he or she hears by relating them to personal experiences**	**Draws appropriate conclusions from conversation, stories or songs and applies them to situations he or she may not have experienced**
Examples					
▸ Understands simple stories that are read to her. ▸ Retells the major events of a story that is read or told. ▸ Shows understanding of 1- or 2-step directions that are part of a familiar routine or activity (even if he does not follow the steps).	▸ Discusses a movie, demonstrating basic understanding of the plot. ▸ Re-tells some details of a story he has heard using simple vocabulary. ▸ Shows understanding of 1- or 2-step directions for a new or unfamiliar routine or activity.	▸ Re-tells stories that use complex vocabulary and language in her own words. ▸ Shows understanding of unrelated 3- and 4-step directions for a new or unfamiliar art or cooking activity. ▸ Answers 'why' and 'how' questions about conversations or stories heard.	▸ Enjoys language-related humor, such as jokes that include puns or other word play. ▸ Understands what a friend means when she says, "I have a ton of homework!" ▸ Understands that words can have several meanings (figures of speech, puns, metaphors). ▸ Recognizes and understands sarcasm such as a competitor saying, "I really hope you win," or "No kidding."	▸ Relates a new idea from a group discussion on what is fair or just to an injustice he has experienced. ▸ When hearing about a business that closed, tells friend about someone he knows who has lost her job. ▸ Relates conversation about equal rights movement to her right to try out for football team. ▸ Compares a holiday from a different culture to a similar one she celebrates.	▸ Upon hearing about a historical event, such as the potato famine in Ireland, suggests what might have been done to prevent it. ▸ After seeing a movie that takes place in another country, draws conclusions about life for children in that country. ▸ Talks about how some songs tell stories about other people's lives and can help you understand things from their point of view.

2. Record evidence for this rating here. ▸

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

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

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Measure 15: Expression of oral language

Definition: Child uses oral language to communicate clearly and effectively

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Creates longer sentences by using words like "if," "when" and "because"	**Describes events or experiences in logical, sequential order**	**Combines sentences to create a complete, logical story or idea that includes descriptive words and follows basic rules of grammar**	**Uses increasingly complex vocabulary and grammar to communicate more effectively and fully**	**Uses language to express complex ideas and opinions and to be persuasive**	**Uses language to clearly express complex thoughts about hypothetical ideas (not personally experienced), connecting them to previous experiences and drawing conclusions**
Examples					
▸ Says such things as, "When I went to my dad's house, we played in the pool because it was hot outside." ▸ "If we finish our homework, we can go outside to play, right?" ▸ "I like this kind of snack, because we get to help mix the dough and bake the muffins."	▸ Tells events of a story in the correct order. ▸ Accurately explains the steps required to play a game. ▸ Explains to new child, "It's snack time now. We have to wash our hands before snack. After snack, we get to play games."	▸ Uses correct subject-verb agreement for regular verbs, such as, "I wash my hands and she washes her hands." ▸ Uses simple (-s) plurals correctly. ▸ Uses contractions, such as, "I wasn't here yesterday." ▸ Tells a story about something that has happened, presenting a main idea and organizing details. ▸ Conveys basic points/moral/ theme/ main ideas of a story.	▸ Uses correct subject-verb agreement for irregular verbs, such as, 'fall/fell/ fallen.' ▸ Uses more complex vocabulary to describe, with details, a wide range of feelings and experiences. ▸ Uses indirect speech (where what is said differs from what is meant), such as irony. ▸ Uses more complex plurals correctly, such as 'mouse/ mice.'	▸ Talks about ideas such as friendship, loyalty, or her culture and traditions. ▸ States and defends opinions, such as "I think we shouldn't have to wear uniforms to school because..."	▸ Describes in some detail future plans, such as going to college. ▸ Suggests how and why baby-sitting would be good practice for becoming a teacher.

2. Record evidence for this rating here. ▸

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

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

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Measure 16: Interest in literacy

Definition: Child shows increasing interest in literacy activities (stories, books, writing, reading, maps)

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Seeks out, looks at, or listens to a variety of reading materials	**Participates in reading activities that link the story to the outside world**	**Uses reading and writing skills to extend play or learning activities**	**Selects appropriate reading and writing resources for a specific purpose**	**Chooses and persists with reading and writing activities that increase his or her mastery of literacy skills**	**Uses reading activities to independently explore, describe, and/or try to understand feelings and experiences of self or others**
Examples					
▸ Asks adult to read a book about a favorite topic. ▸ Listens to a book being read. ▸ Pretends to read a book. ▸ Incorporates books and other literacy materials into play (uses pens, pencils, magazines, paper).	▸ Compares stories by saying, "This story is not as funny as the one you read yesterday" or "There was a dog in the other book, too." ▸ Makes up new words to a song that are related to a story. ▸ While participating in a discussion about a story that involves fire trucks, mentions the fire station in her neighborhood.	▸ Chooses to read or write in free time. ▸ Tries to find a book by a specific author or subject. ▸ Plays simple versions of word games (Scrabble Jr., Mad Libs, or crossword puzzles). ▸ Chooses to write a short story or to make a poster or 'comic strip' that includes text.	▸ Uses 'word wall' or bulletin boards to learn new words. ▸ Seeks out specific magazines about topics she is interested in (birds, superheroes, fantasy). ▸ Uses a graph, table, or map to obtain information. ▸ Uses an outline handout to help complete writing assignment.	▸ Practices writing skills through poetry, story writing, songwriting, etc. ▸ Plays word-based board games such as Boggle, Upwords, and Scrabble. ▸ Uses spell check on the computer or electronic dictionary.	▸ Reads lyrics and talks about the feelings the musician is trying to convey. ▸ Uses music, stories, or poetry to gain insight into how others with experiences similar to his own express themselves. ▸ Reads a diary of a slave to gain insight into what it was like to live as a slave.

2. Record evidence for this rating here. ▸

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

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

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Measure 17: Decoding and word recognition

Definition: Child shows increasing recognition and understanding of letters and words

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Recognizes and names at least half of the printed alphabet letters	**Identifies simple/ familiar sight words and simple sentences**	**Sounds out written multi-syllable words that he or she knows**	**Figures out new, multi-syllable words by using strategies (sounding them out, using knowledge of prefixes such as "un," "dis," or "pre," breaking the word up)**	**When reading, independently uses dictionary and/or other resources (thesaurus, encyclopedia, Internet) to learn meanings of unfamiliar words**	**Uses word knowledge to explain meaning of words to others**
Examples					
▸ Says the names of letters observed in the program (on bulletin boards, cubbies). ▸ Plays age-appropriate word-based games, such as 'Alphabet Bingo'.	▸ Recognizes written words like 'the,''have,''said,''come,' 'give,''of.' ▸ Sounds out written words such as 'cat,''bat,''hat,''fat.' ▸ Strings together familiar words to read a simple story. ▸ Plays age-appropriate word-based games, such as 'Match Word.' ▸ When being read to, points to words and 'reads' them.	▸ Reading an age-appropriate book, sounds out words such as 'supper,''practice,''feelings.' ▸ Sounds out written words in the environment such as 'basketball,''parent,' 'friendship,' and 'adios.'	▸ When reading a book, figures out the meaning of words such as 'unfamiliar,' 'discomfort,' or 'pregame' from his knowledge of prefixes. ▸ Sounds out new multi- syllable words on a poster, using context of poster theme to help figure them out. ▸ When reading instructions for a game, uses context to figure out word meanings.	▸ When reading a science book, uses the glossary to learn the meaning of a new term. ▸ Uses an online encyclopedia to research a report on an unfamiliar topic, such as 'euthanasia.' ▸ When writing a poem, uses a thesaurus to look for new words.	▸ Describes the difference between the two meanings of sound in sentences like, "The creaking sound makes me wonder if the bridge is sound." ▸ Repeats request from teacher to speak softly by saying "please speak quietly." ▸ Explains the meaning of a difficult word that is unfamiliar to a friend.

2. Record evidence for this rating here. ▸

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

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

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Measure 18: Comprehension of written materials

Definition: Child shows increasing understanding of written materials and applies this knowledge in increasingly broad settings

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Shows knowledge of basic plot by retelling (in correct sequence) the main events in a book read to him/her	**Retells the central idea of a short or simple story he or she has read**	**Shows understanding of the basic plot in a book he or she has read by sequencing the main events**	**Shows knowledge of the plot and the details in a book read by him/her**	**Relates characters, themes (ideas) or factual information from one written item to other written items he or she has read**	**Draws conclusions and makes generalizations (applies knowledge to other situations supporting his/her position) from what he or she has read and prior knowledge**
Examples					
▸ Explains the steps of planting a seed after reading "The Carrot Seed." ▸ Retells a story by placing story picture cards or flannel board pictures in order. ▸ Pretends to be a child who turns into a monster and becomes the king of the monsters after hearing the book, "Where the Wild Things Are."	▸ Says, "The little dog got lost and he is trying to get back home," about a book he read. ▸ Reads text on a web page and says, "This tells you about whales."	▸ Says, "The little dog got lost. First he went to the police officer for help, then the milkman, then the lady in the store. At the end he found his house." ▸ Reads text on a web page and says, "This tells you why whales are so large, where they live, what they do, and how many there are."	▸ Reads stories and accurately retells what she has read. ▸ Reads and understands instructions for a game. ▸ Reads and uses a recipe to bake cookies. ▸ Reads instructions about how to build a model and explains them to someone else.	▸ Traces a character through a series (e.g., Harry Potter), "I thought he was funnier in this other book." ▸ Compares one story character to another. ▸ Compares information about a soccer team from information read in two or more newspaper articles.	▸ Compares stories read to real- life situations—"That could never happen because we do not have those powers in real life." ▸ Reads a chapter of a book set in the past or the future and talks about how things are different compared to the present. ▸ Reads a book about space exploration and discusses how a day in the life of an astronaut is the same as or different from that of other types of explorers.

2. Record evidence for this rating here. ▸

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

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

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Measure 19: Writing

Definition: Child demonstrates increasing understanding and achievement of written communication skills

1. Mark the developmental level the child has mastered.

Developing ○	Understanding ○	Integrating ○	Expanding ○	Connecting ○	Applying ○
Writes own name and simple words using letters that are formed correctly-or almost correctly	**Writes simple words or short phrases (may not be spelled correctly)**	**Creates text of two or more sentences, using mostly accurate spelling and basic rules of writing, such as capital letters and periods**	**Writes clear and coherent sentences about a topic to express opinions and communicate with others**	**Works to improve writing skills, challenging him- or herself to create more complex written material**	**Uses written language to inform, persuade, or share ideas with others, writing stories, poems, and/or journals**
Examples					
▸ Writes by moving left to right and top to bottom. ▸ Asks how to write some letters, and then tries to write them. ▸ Writes own name almost correctly but could include a mirror image of letters or similar mistake. ▸ Draws a picture of a dog and writes the word 'dog' with letters formed almost correctly.	▸ Writes a simple message on the board, like someone's name or a few words. ▸ Creates a simple 'menu' when playing restaurant (may be only a few words). ▸ Sounds out and writes words, even if not spelled correctly, ('HOWS' for house and 'FAMLE' for family), when making art or writing stories.	▸ Creates an invitation or card ▸ Writes a short message to a parent or friend. ▸ Creates simple flyers or posters for a special event.	▸ Writes paragraph with descriptive sentences about a topic. ▸ Writes letters to friends. ▸ Creates instructions for a game he invented. ▸ Writes stories (ten or more sentences) with details about characters, plot, events, etc.	▸ Creates stories of at least three paragraphs, with beginning, middle and ending, including illustrations, captions, etc. ▸ Looks up words in a thesaurus to improve story. ▸ Proofreads a story before rewriting on paper to be bound into a book or posted in the room.	▸ Initiates a 'petition' to express the opinions of children in the program to staff. ▸ Writes a letter to the school principal about policy or the local newspaper about a community issue. ▸ Writes a song about a current event. ▸ Writes stories, poems, and/or journals to convey feelings or opinions.

2. Record evidence for this rating here. ▸

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

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

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Measure 20: Cause and effect

Definition: Child shows awareness and understanding of the connection between causes and effects in increasingly complex settings

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Describes either the cause or effect of a familiar event or situation	**Shows understanding of a simple cause-effect sequence**	**Makes a logical prediction of a simple cause-effect event**	**Describes complex cause and effect sequences or events based on things he or she could experience or has experienced**	**Predicts complex cause- effect sequences that he or she has never witnessed or experienced personally**
Examples				
▸ Says why her tower fell over—"because it was too high." ▸ Says what happens when you leave the cap off the marker—"It dries out."	▸ "Our plants died because they didn't have enough water and sunlight." ▸ "If I spin around fast, I get dizzy." ▸ "If you leave apples out of the recipe, it won't be apple pie." ▸ Sees a balloon being blown up and covers ears in anticipation that it may pop.	▸ "If you line up the dominoes, they will all fall down if you bump just one." ▸ States that his paper plane is going to fly far because its wings are big. ▸ Provides logical answer to "What do you think will happen if...?" Says, "If we mix green and orange paints together it will turn brown." ▸ "Don't play with matches—you could catch your clothes on fire."	▸ Explains ways that light, water, and soil help a seed grow. "Without one of those things a plant might die." ▸ Describes the relationship between a healthy lifestyle and physical, emotional and social wellbeing—"If I go to sleep late, it's hard to concentrate in school the next day." ▸ Describes why it's important to drink water when playing sports that involve a lot of running.	▸ Predicts what will happen if the earth's temperature continues to increase (the glaciers will melt and there will be flooding). ▸ Predicts what will happen to an ecosystem if a species becomes extinct (the food chain will be disturbed). ▸ Predicts that dumping oil down the gutter drain will end up in the ocean and poison sea life.

2. Record evidence for this rating here. ▸

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

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

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Measure 21: Problem solving

Definition: Child uses logical and effective strategies to solve problems in increasingly broad settings

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Develops a strategy or uses trial and error to solve a simple problem	**Attempts different, reasonable ways of solving a problem (based on past experience), even if not always successful**	**Shows understanding of the cause(s) of a problem and suggests a logical solution**	**Proposes several reasonable alternatives to solve a problem facing him or her**	**Generates logical alternative solutions for problems that he or she has not actually experienced, considering multiple viewpoints**
Examples				
▸ When building a tower that collapses, uses alternative strategy to make it better, such as using a bigger block for the base. ▸ When children can't decide who should go first, suggests 'rock, paper, scissors.' ▸ Figures out what holds two objects together best in an art project by trying out glue, tape, and paper clips.	▸ When playing T-ball, changes the way he holds the bat or stands to hit the ball better. ▸ Solves a picture puzzle by first putting edge pieces together or pieces that are the same color. ▸ Uses known troubleshooting strategies to solve a computer problem (restarting the computer).	▸ When computer does not turn on, checks the cables to make sure they are well connected. ▸ Levels a wobbly table by measuring the gap with her finger, folding up a piece of cardboard, and pushing it under the table leg. ▸ Suggests lowering the basketball hoop because not many children are able to make a basket where it is now.	▸ Talks about multiple strategies for solving logic puzzles such as Rubic's Cube. ▸ Playing scavenger hunt, proposes alternatives, such as splitting up the list, grouping items into locations, or finding the easiest items first. ▸ When faced with a policy he doesn't like, such as 'no skateboarding,' finds out how it can be changed and proposes reasonable alternatives. ▸ Generates several options for sharing the computer or sporting equipment.	▸ Generates logical recommendations for dealing with problems such as world hunger, pollution, or global warming. ▸ Develops alternative logical solutions to the problem of where to locate recycling stations, taking into account the needs of various groups.

2. Record evidence for this rating here. ▸

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

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

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Measure 22: Demonstrates inventiveness

Definition: Child shows creativity and inventiveness in play and problem-solving in increasingly broad settings

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Carries out roles in an extended pretend-play sequence	**Independently "invents" new uses for toys or materials as part of pretend play**	**Invents logical ways to adapt or change games or activities to "fit" the situation**	**Invents something (or describes an invention) that can resolve a problem that she can relate to personally or that might affect him or her**	**Describes inventions or innovative thoughts that address problems related to people, places, or things he or she has not personally experienced**
Examples				
▸ Acts like a mom or dad in pretend play. ▸ Takes on roles, such as waiter/ waitress, postal carrier, store clerk, or superhero.	▸ Independently and spontaneously thinks to use different-sized and shaped boxes to create something like a city, store, or robot. ▸ Uses a blue LEGO piece to replace a missing blue piece from a different game. ▸ Playing store clerk, uses box for cash register and construction paper for play money.	▸ Uses string, tape, cones or chairs to mark off a smaller-sized basketball court so that younger children can run the distance more easily. ▸ Rethinks pattern on a bead project when she runs out of a color. ▸ Invents a new rule for a basketball game so a child in a wheelchair can play. ▸ Changes rules of game to allow more players to participate (using the five corners of a star instead of four corners of a square to play 5-square instead of 4-square).	▸ Suggests putting a sign on the place mats to remind children to wash hands before lunch because a lot of children have been forgetting to wash. ▸ "If I had a time machine, I could travel back in time to find out about my family's history." ▸ "If we had a weather machine, we could control the weather every day." ▸ Describes a jump rope that has a timer inside that tells you when your turn is up.	▸ Describes an invention that uses swings to generate electricity and save energy. ▸ Provides a description of how to build a spaceship using recycled materials and how it might work. ▸ Describes how a 'pill to cure world hunger' might work.

2. Record evidence for this rating here. ▸

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

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

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Measure 23: Memory and knowledge

Definition: Child shows awareness of past experiences and remembers information about people or things that can be used as a basis for making logical predictions about new situations or experiences

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Remembers some details of a simple story or event	**Remembers and retells sequence of related events that happened in the past or in books**	**Makes sense of a new situation based on personal experience/ knowledge**	**Makes logical predictions about future events based on past experience**	**Makes logical predictions about things or ideas he or she has never personally experienced by applying knowledge/ experience**
Examples				
▸ Remembers the basic features of a story read the day before. ▸ Remembers and tells a few details about where he went on vacation. ▸ Describes a science project she did last week.	▸ Describes steps (in order) of a class gardening project that has been going on for a few weeks. ▸ Describes how they watched the development of a butterfly and what they saw at each stage of the butterfly's growth. ▸ Writes or draws about 3 or 4 parts of a story and retells the story in a logical sequence. ▸ Retells sequence of playing with a block structure, including designing, building and disassembling.	▸ "This game is the same as HORSE, except we just have to spell PIG, so it's easier." ▸ Puts together a 10-piece (or more) puzzle never seen before, using strategies learned working on puzzles in the past, such as starting with the corners and edges. ▸ Tells another child how to make a good move in a new board or computer game based on her experience with another, similar game. ▸ Hears a new type of music and says, "Thats sounds a lot like techno."	▸ "I think I'll enjoy this book because I like all the books I've read by this author." ▸ Predicts the leaves are going to fall off the trees because they have just changed colors. ▸ "I'm going to love this movie, because I loved [the actor] in [another movie]." ▸ "My little sister will probably be scared of the fireworks because she was scared last time."	▸ "I think [this professional athlete] won't play as well this year because he just had surgery on his shoulder." ▸ Thinks she can fix an electric clock because she has previously fixed an electric radio. ▸ "I bet the feeling astronauts have when they are in space is a little like what we feel when we are swimming under water." ▸ "I don't think I'll be afraid of flying because we learned about how airplanes work."

2. Record evidence for this rating here. ▸

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

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

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Measure 24: Pursuit of understanding

Definition: Child uses strategies and resources to pursue knowledge about new materials, topics, or ideas

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Demonstrates interest in finding out about new or unfamiliar activities or subjects	**Demonstrates effort to understand by asking focused questions**	**Asks others for alternative resources or strategies to learn about something unfamiliar**	**Independently pursues effective strategies or resources for gaining better understanding about something new**	**Compares pros and cons of different resources and strategies**
Examples				
▸ Visits centers or tables, examining or manipulating activities and objects provided. ▸ Watches intently when shown step by step how to catch a bug. ▸ Explores new games with friends.	▸ Watches/observes others engaged in a game and asks specific questions about how to play. ▸ During cooking time, wants to know why we use certain ingredients. ▸ Asks specific questions about why a story or movie character did what he did.	▸ When unsure of what a good next move would be, will ask advice from someone who knows the game well or read the game instructions. ▸ While playing 'hangman,' looks around the room at bulletin boards or posters for letters. ▸ Follows suggestion to look through books or on the Internet to find more information about dinosaurs, polar bears, horses, etc. ▸ Masters one level in a game and, after several attempts, asks others who know the game how to beat the next level.	▸ When getting to know a new friend who speaks a different language, she uses words that she has learned in that language. ▸ Uses the Internet to find the lyrics to a new song. ▸ Independently uses the encyclopedia or the Internet to answer unfamiliar trivia questions. ▸ Expresses interest in space exploration and refers to books, Internet, and other people to learn more about it.	▸ Talks about reasons to use one resource or strategy vs. another. ▸ Organizes information from multiple sources in a table, chart or folder. ▸ "On the internet you can just type a word and it will find all the web pages about it. In an encyclopedia you have to look it up yourself."

2. Record evidence for this rating here. ▸

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

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

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Measure 25: Task persistence

Definition: Child persists in an activity of his/her choice even in the face of difficulty or challenge

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Maintains interest and participation in an activity of his or her choice over time	**Maintains interest and participation in challenging or multi- step activities of his or her choice over time, but can be easily distracted**	**Persists in challenging or multi-step activities of his or her choice, despite obstacles**	**Uses a variety of strategies to overcome obstacles to persist in a challenging activity of choice**	**Identifies what new skills are necessary to improve in an activity or subject of choice, and pursues those skills**
Examples				
▸ Requests the same story at story time. ▸ Wants to play kickball every day. ▸ Plays with finger paints again and again. ▸ Completes bead necklace or lanyard project, maintaining interest for at least 15 minutes. ▸ Plays same game many times in an effort to improve.	▸ Returns to an activity several days in a row (tracks crystal growth each day on a chart). ▸ Starts an art project, then is distracted by a friend, but comes back to finish the project. ▸ Works on floor puzzles until snack but comes back to finish after snack.	▸ Continues to play a computer game, even when she has trouble getting past a certain level. ▸ Catches new bugs for science activity after the first group escapes. ▸ Working with clay, is precise at reconstructing building after some pieces collapse. ▸ Continues sewing project even after making mistakes and having to redo parts.	▸ Reworks a drawing over and over using different tools and looking at models to improve the outcome, until he is satisfied. ▸ After many unsuccessful attempts to play a new game, seeks advice, reads strategy book, or watches others succeed until she is successful. ▸ Proofreads and rewrites her campaign speech for student council after getting input from others and looking at resources on public speaking.	▸ Learns how to read sheet music to improve in playing the drums. ▸ Seeks ways to improve specific drawing skills by looking in a book or on the Internet for tips on how to effectively mix colors.

2. Record evidence for this rating here. ▸

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

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

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Measure 26: Number sense of mathematical operations

Definition: Child shows understanding of, and correctly performs, math operations (addition, subtraction, multiplication, and division)

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Counts at least 10 objects correctly without counting an object more than once	**Solves simple adding and subtracting problems with one- digit numbers**	**Solves problems by adding and subtracting numbers with at least two digits each**	**Solves multiplication problems involving numbers from 0 to 10**	**Multiplies and divides multi-digit numbers by single- digit numbers (12 x 5 or 15/3)**	**Knows how to set up and solve real-life problems using fractions and decimals**
Examples					
▸ Counts at least ten beans, buttons, blocks, cookies, etc., correctly while playing. ▸ Counts at least 10 objects using pictures in a story. ▸ Helps to set the table at snack time for at least 10 children by counting out number of plates as he puts them down.	▸ Says how many will be left if you 'take away' four blocks from a group of nine blocks. ▸ Says how many they will have if they have three animal crackers and are given two more. ▸ In a board game, adds up what is showing on two dice to determine the number of spaces they can move.	▸ Determines total score in a card game by adding two two-digit numbers, such as 12 plus 23. ▸ Subtracts two-digit numbers like 53 minus 24, while playing a game like math bingo or while doing homework.	▸ Determines how many children are needed to play a basketball game with two teams of five children each. ▸ Uses multiplication while playing a game like Yahtzee, such as "I got four 6's—that's 24." ▸ While playing Scrabble, lands on a triple-word space, and correctly multiplies word score of 7 by 3 to get 21.	▸ Determines how many days of school are left using multiplication (12 weeks x five days). ▸ Divides 20 snacks among five children using division. ▸ In a card game, determines how many cards to hand out if there are four players and all 52 cards in the deck are used.	▸ Determines how much it will cost to buy 14 pairs of scissors at $2.20/pair. ▸ Figures out how much baking powder is needed when doubling a recipe that requires one quarter teaspoon. ▸ Makes correct change when given $5.00 for an item costing $2.50.

2. Record evidence for this rating here. ▸

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

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

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Measure 27: Measurement

Definition: Child shows understanding of measurement units, tools and techniques, and uses measurement to solve problems involving length, weight or volume

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Makes direct comparisons between two or more objects in terms of their length, weight, or volume	**Uses something in the environment as a measuring unit or tool to compare the length, weight or volume of two or more objects**	**Measures the length, weight or volume of objects to the nearest unit such as inch, centimeter or ounce**	**Measures length, weight or volume, accurately by using appropriate units of measurement (inches and feet or ounces and pounds)**	**Solves problems involving perimeter (the distance around a room) or area (the amount of floor or ceiling space within a room)**	**Solves problems involving the surface area or volume of three-dimensional objects**
Examples					
▸ Puts two objects next to each other and says, "This one is taller." ▸ Points to a container that holds more sand than another container. ▸ Picks the heaviest rock from a small pile by comparing one to another.	▸ Uses string or feet to measure two sides of the sandbox and identifies which is longer. ▸ Measures the volume of two different buckets by comparing the number of handfuls of sand (or cups of water) it takes to fill them.	▸ Uses a ruler to measure the height of a plant to the nearest inch or centimeter. ▸ Uses a ruler to measure the length of the sides of a gingerbread house to the nearest inch or centimeter. ▸ Uses a tape measure to measure the height of another child to the nearest inch or centimeter.	▸ When cooking, selects the appropriate measuring tool(s) to accurately measure ingredients (measuring cups, spoons, or scales). ▸ Uses appropriate units to measure distance, such as how many feet and inches it is from the door to the playground. ▸ Chooses the appropriate scale to accurately measure the weight of an object to the nearest pound and ounce.	▸ Finds the perimeter of a new piece of equipment to determine if it will fit in a corner of the room. ▸ Determines the area of the playground to see if it will fit a regulation-sized basketball court by measuring the length and width and multiplying them. ▸ Determines the area and perimeter of a wall to figure out the size of a mural with a frame that will fit there.	▸ Determines the surface area of a shoebox to be covered with construction paper for a diorama. ▸ Solves puzzles or brain teasers involving surface area or volume. ▸ Determines if there is room in the cupboard to fit something by comparing the volume of the object and the space to put it in. ▸ Measures the inside of an audio cabinet to see if the new stereo will fit.

2. Record evidence for this rating here. ▸

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

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

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Measure 28: Shapes

Definition: Child shows understanding of 2 and 3 dimensional shapes and manipulates them

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Describes characteristics and differences of basic shapes	**Sorts familiar objects by attributes such as shape, number of corners, or size, and describes strategy used for sorting**	**Puts two-dimensional shapes together or takes shapes apart to form other two-dimensional shapes**	**Identifies, classifies, and describes three-dimensional objects (cube, sphere, cone, or cylinder)**	**Describes components or makes models of, three-dimensional objects using two-dimensional shapes**	**Identifies or creates two-dimensional views of three-dimensional objects**
Examples					
▸ Asks for something round to make circle-shaped eyes on a pizza face. ▸ Names and describes shapes of blocks while matching them to their pictures on storage shelves. ▸ Identifies and describes circles and rectangles in his environment, such as clocks and tables.	▸ Stacks smaller items on top of larger ones to build tower, explaining why largest blocks are on the bottom. ▸ Describes strategy to sort objects (cards, books) by shape or size. ▸ Sorts beads by shapes and sizes and explains how they are sorting (round versus square ones).	▸ Puts two triangular halves of her sandwich together, showing someone she has formed a square. ▸ Cuts a rectangular piece of paper into two to get a triangle for an art project. ▸ Uses standard shapes to form a mosaic or quilt pattern on paper.	▸ Describes the difference between a square and a cube. ▸ Identifies which three-dimensional objects they would need to build a model rocket. ▸ Identifies and describes three-dimensional objects in her environment.	▸ Uses a piece of paper to make a three-dimensional cone. ▸ Makes a cube out of 6 cut out squares. ▸ Identifies that a pyramid has triangles on the sides, and a square on the bottom. ▸ Identifies that a spinning coin looks like a ball.	▸ Draws a picture of the earth, with shading, attempting to show it is a three-dimensional object. ▸ Draws a picture of a house, showing lines receding. (shows perspective in drawing). ▸ Identifies that a picture of a house is a representation of a box.

2. Record evidence for this rating here. ▸

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

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

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Measure 29: Time

Definition: Child shows understanding of concept of time and increasing ability to measure and tell time

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭	Applying ⬭
Connects some events with specific points in time, and accurately refers to events in the past, present, or future	**Tells day and time to the nearest half hour**	**Understands the relationship between hours, minutes, days, and months and tells the date and time to the nearest quarter hour**	**Calculates duration of time in hours (using subtraction or addition) and accurately tells time to the nearest minute**	**Make time unit conversions (from hours to minutes, from minutes to days, etc.)**	**Calculates duration of time using multiplication, division, fractions, equations or inequalities**
Examples					
▸ Correctly points out, "Yesterday Auntie took me to the movies." ▸ Correctly points out, "Next week there's no school 'cause it's vacation." ▸ Correctly points out, "I have soccer practice today at 4 o'clock." ▸ Correctly points out, "My mom visits Grandma for lunch on Saturdays." ▸ Knows the month of his or her birthday.	▸ Accurately reads time on the hour or half hour. ▸ Points to the correct day of the week on a calendar. ▸ Begins to clean up or wraps up a game after looking at the clock and noticing it will soon be time to leave.	▸ Accurately describes when an event happened or will happen using terms like 'a week ago' or 'next month.' ▸ "At midnight tonight, it will be my birthday." ▸ "In one week and one day, this year will be over." ▸ "It's 4:15." ▸ "Only 15 minutes left."	▸ Figures out how much time something will last (if a 2-hour movie starts at 2:00, it will end at 4:00). ▸ Figures out how much time has passed between the start of the school day and the end of the school day (to the nearest hour). ▸ Looks at clock and correctly tells time to the nearest minute.	▸ Figures out that a 1.5 hour movie is 90 minutes long, or vice versa. ▸ "Driving from here to New York will take 36 hours, that is one and a half days."	▸ When making decorations for a party, says, "It takes us about 5 minutes to make one. We need to make 10, so it will take about 50 minutes." ▸ Figures out how fast she reads a page by dividing the time it took to read the whole book by the number of pages.

2. Record evidence for this rating here. ▸

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

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

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Measure 30: Gross motor movement

School-Age

Definition: Child moves different parts of body or whole body with increasing coordination and integration

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Uses large motor skills to move body in active play	**Coordinates multiple large muscle movements during activities**	**Participates in extended or integrated physical activities but may perform slowly and/or thoughtfully**	**Performs a sequence of physical activities/ movement patterns smoothly and quickly**	**Performs complex movements in coordination with others (dance routines, coordinated sport plays)**
Examples				
▸ Hops, gallops, or skips. ▸ Runs and jumps over objects.	▸ Runs back and forth between cones. ▸ Changes direction while hopping from one square to another, as in hopscotch. ▸ Swings from hoops. ▸ Pumps legs and swings on a swing. ▸ Climbs up slide and slides down. ▸ Walks on a balance beam.	▸ Climbs a play structure with coordination. ▸ Jumps rope. ▸ Learns simple dance or drill routines by following leader. ▸ Participates in simple sports activities, such as shooting baskets, touch football, kicking a ball back and forth, playing catch, dribbling a basketball.	▸ Performs a series of movements together to make a short solo routine (dance, martial arts or gymnastics). ▸ Participates in drills to practice skills using large muscles, such as dribbling and shooting a basketball or running while kicking a soccer ball down a field.	▸ Performs coordinated dance or drill routine combining song, hand clapping, and footwork with others in the group. ▸ Performs coordinated group athletics or team sports, such as soccer, football, or basketball.

2. Record evidence for this rating here. ▸

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

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

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Measure 31: Fine motor skills

Definition: Child demonstrates ability to manipulate small objects with his or her hands with increasing coordination and integration of movements

1. Mark the developmental level the child has mastered.

Developing ⬭	Understanding ⬭	Integrating ⬭	Expanding ⬭	Connecting ⬭
Uses fingers to manipulate small objects or tools	**Uses simple tools effectively and with increasing accuracy**	**Uses increasingly refined movements to produce or create something but may perform slowly and/or thoughtfully**	**Performs fine motor activities smoothly, effectively, and quickly**	**Performs complex fine motor activities while doing other physical or social activities**
Examples				
▸ Handles and arranges magnetic letters of the alphabet or pegs on a pegboard. ▸ Strings together medium or large beads. ▸ Uses pencil or crayon to produce recognizable shapes, letters, or characters.	▸ Uses scissors easily and accurately to cut out pictures following lines. ▸ Uses a ruler to draw a straight line or a stencil to create shapes. ▸ Uses staplers, hole-punchers, etc., for art or craft projects.	▸ Works with clay, making hair on a clay figure using a pointed tool to draw lines. ▸ Exhibits increasing control with a pencil by writing smaller letters and using regular lined paper. ▸ Performs the following activities slowly and thoughtfully: ▹ Puts together a puzzle with small pieces. ▹ Uses fuse beads to make a picture.	▸ Easily uses a pencil or pen to write in cursive. ▸ Performs the following activities smoothly, effectively and quickly: ▹ Builds a model with small pieces. ▹ Uses keyboard with fluency.	▸ Writes or types while talking. ▸ Plays a guitar while talking or singing. ▸ Navigates a computer game while listening to another child.

2. Record evidence for this rating here. ▸

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

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

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California Common Core State Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

COMMON CORE STATE STANDARDS CALIFORNIA

Adopted by the California State Board of Education August 2010 and modified March 2013

California Common Core State Standards

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Publishing Information

Senate Bill 1200, Statutes of 2012, provided for an update of the California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes. When the CA CCSS for ELA/Literacy were modified, the members of the State Board of Education (SBE) were the following: Michael W. Kirst, President; Ilene Straus, Vice President; Sue Burr; Carl A. Cohn; Bruce Holaday; Josephine Kao; Aida Molina; Patricia Ann Rucker; Nicolasa Sandoval; and Trish Boyd Williams.

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) in 2010 established the California Academic Content Standards Commission (Commission) to evaluate the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects developed by the Common Core State Standards Initiative for rigor and alignment with the California standards. Based on the evaluation, the Commission inserted words, phrases, and select California standards to maintain California's high expectations for students. On July 15, 2010, the Commission recommended that the SBE adopt the CA CCSS for ELA/Literacy as amended. The members of the Commission were the following: Greg Geeting, Chair; Heather Calahan; Steven Dunlap; Robert Ellis; Eleanor Evans; Bill Evers; Scott Farrand; Mark Freathy; Lori Freiermuth; Bruce Grip; Kathy Harris; Jeanne Jelnick; Deborah Keys; James Lanich; Matt Perry; Pat Sabo; Brian Shay; Alba Sweeney; Hilda Villarreal Writ; Chuck Weis; and Ze'ev Wurman. Support for the Commission was provided by the Sacramento County Office of Education under the direction of Sue Stickel, Deputy Superintendent of Schools.

When the CA CCSS for ELA/Literacy were adopted by the SBE on August 2, 2010, the members of the SBE were the following: Theodore Mitchell, President; Ruth Bloom, Vice President; Alan Arkatov; James Aschwanden; Benjamin Austin; Yvonne Chan; Gregory Jones; David Lopez; and Johnathan Williams. Jack O'Connell, former State Superintendent of Public Instruction, is also recognized for his leadership during the adoption of the standards in August 2010.

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Ordering Information

Copies of the *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* are available for purchase from the California Department of Education. For prices and ordering information, please visit the Department Web site at http://www.cde.ca.gov/re/pn/rc or call the CDE Press Sales Office at 1-800-995-4099.

Notice

The guidance in the *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See California *Education Code* Section 33308.5).

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A Message from the State Board of Education and the State Superintendent of Public Instruction

The first academic content standards for English language arts adopted by California in 1997 set a bold precedent—the establishment of a statewide, standards-based education system to improve academic achievement and define what students should learn.

The commitment to a high-quality education, based on sound content standards, was reaffirmed in August 2010 when California joined with 45 other states and adopted the California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy build on the rigor of the state's previous English language arts standards, incorporating current research and input from other educational sources—including state departments of education, scholars, professional organizations, teachers and other educators, parents, and students. Also, California additions to the standards (identified in bold typeface and "CA," the state abbreviation) were incorporated in an effort to retain the consistency and precision of our past standards. The CA CCSS for ELA/Literacy are rigorous, based on research and evidence, and internationally benchmarked. They address the demands of today to prepare students to succeed tomorrow.

The CA CCSS for ELA/Literacy are organized around a number of key design considerations. The College and Career Readiness anchor standards constitute the backbone of the standards and define the general, cross-disciplinary literacy expectations for students in preparation for college and the workforce. The standards are divided into strands: Reading, Writing, Speaking and Listening, and Language. Connected to these design considerations is the interdisciplinary expectation that the development of each student's literacy skills is a shared responsibility—English language arts teachers collaborating with teachers of other academic content subjects for an integrated model of literacy across the curriculum.

The standards establish what it means to be a literate person in the twenty-first century. Students learn to closely read and analyze critical works of literature and an array of nonfiction text in an exploding print and digital world. They use research and technology to sift through the staggering amount of information available and engage in collaborative conversations, sharing and reforming viewpoints through a variety of written and speaking applications. Teachers, schools, districts, and county offices of education are encouraged to use these standards to design specific curricular and instructional strategies that best deliver the content to their students.

The CA CCSS for ELA/Literacy help build creativity and innovation, critical thinking and problem solving, collaboration, and communication. They set another bold precedent to improve the academic achievement of California's students. The standards develop the foundation for creative and purposeful expression in language—fulfilling California's vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.

MICHAEL W. KIRST, President
California State Board of Education

TOM TORLAKSON
State Superintendent of Public Instruction

Introduction

Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (hereafter referred to as "the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of standards in kindergarten to grade 12 to help ensure that all students are literate and college and career ready no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In design and content, through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by the CCSSO and NGA, the Standards are (1) based on research and evidence, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by the CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards (released in draft form in September 2009), serve, in revised form, as the backbone of the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into attainable and age-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are based on the expectation that teachers of ELA, history/social studies, science, and technical subjects use their expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in those content areas. It is important to note that the grades 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as literacy standards in content areas.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide application outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate cogent reasoning and use evidence in a way that is essential to both private deliberation

and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.
June 2, 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college- and career-readiness expectations no later than the end of high school. The CCR and high school (i.e., grades 9–12) standards work in tandem to define the college and career readiness baseline—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when college and career readiness assessments are developed.

Students advancing through the grades are expected to meet each year's standards for the grade level, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards are divided into individual grade levels in kindergarten through grade 8 to be more useful. Two-year bands are used for grades 9–10 and 11–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how the standards should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are therefore free to provide students with whatever tools and knowledge that professional judgment and experience deem to be most helpful for meeting the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely intertwined, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and summarize information and ideas, to conduct original research to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded in the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections: one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers of other subjects must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and in workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. 2008. *Reading Framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow the NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with the NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of informational texts be read in and outside the ELA classroom. Fulfilling the Standards for grades 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (e.g., stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

1. The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should focus mostly on arguments and informative/explanatory texts.[2]

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. 2010. *Writing Framework for the 2011 National Assessment of Educational Progress (Prepublication edition).* Washington, DC: National Assessment Governing Board.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by the NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking and listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9,

2. As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

What is not covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help children meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to acquire the knowledge and skills necessary in their post–high school lives.

   Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

   The Standards should also be read as allowing the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation by students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include the use of sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

Students Who Are College and Career Ready in Reading, Writing, Speaking and Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking and listening, and language, they exhibit, with increasing fullness and regularity, the following capabilities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

How to Read This Document

Overall document organization

The Standards comprise three main sections, a comprehensive K–5 section and two content area-specific sections for grades 6–12: one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and grades 6–12 have Reading, Writing, Speaking and Listening, and Language strands; the grades 6–12 history/social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness anchor standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3, and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in boxes before the full strand title. California additions to the standards are identified in boldface text followed by the abbreviation "CA."

Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking and listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English. However, language is presented as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words

and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples that demonstrate at least adequate performance in student writing at various grade levels.

The appendices are available on the Common Core State Standards Initiative Web site at http://www.corestandards.org/ELA-Literacy.

Standards for

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

K–5

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.[1]
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in those fields that will also give them the background to be better readers in all content areas. Students can gain this foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to future success.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

RL Reading Standards for Literature K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

	Kindergartners	Grade 1 Students	Grade 2 Students
Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
	2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure	4. Ask and answer questions about unknown words in a text. **(See grade K Language standards 4–6 for additional expectations.) CA**	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 1 Language standards 4–6 for additional expectations.) CA**	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language standards 4–6 for additional expectations.) CA**
	5. Recognize common types of texts (e.g., storybooks, poems, **fantasy, realistic text). CA**	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Reading Standards for Literature K–5

	Kindergartners	Grade 1 Students	Grade 2 Students
Range of Reading and Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding. **a. Activate prior knowledge related to the information and events in texts. CA** **b. Use illustrations and context to make predictions about text. CA**	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. **a. Activate prior knowledge related to the information and events in a text. CA** **b. Confirm predictions about what will happen next in a text. CA**	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Grade 3 Students	**Grade 4 Students**	**Grade 5 Students**
Key Ideas and Details	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Reading Standards for Literature K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(See grade 3 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **(See grade 4 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4–6 for additional expectations.) CA**
	5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RI Reading Standards for Informational Text K–5

	Kindergartners	Grade 1 Students	Grade 2 Students
Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
	2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	4. With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4–6 additional expectations.) CA**	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* **(See grade 2 Language standards 4–6 for additional expectations.) CA**
	5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **CA**	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.

RI Reading Standards for Informational Text K–5

	Kindergartners	Grade 1 Students	Grade 2 Students
Range of Reading and Level of Text Complexity	10. Actively engage in group reading activities with purpose and understanding. **a. Activate prior knowledge related to the information and events in texts. CA** **b. Use illustrations and context to make predictions about text. CA**	10. With prompting and support, read informational texts appropriately complex for grade 1. **a. Activate prior knowledge related to the information and events in a text. CA** **b. Confirm predictions about what will happen next in a text. CA**	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Grade 3 Students	**Grade 4 Students**	**Grade 5 Students**
Key Ideas and Details	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.* **(See grade 3 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.* **(See grade 4 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.* **(See grade 5 Language standards 4–6 for additional expectations.) CA**
	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
	6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Reading Standards for Informational Text K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Integration of Knowledge and Ideas	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

RF

Reading Standards for Foundational Skills K–5

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

	Kindergartners	Grade 1 Students
Print Concepts	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **f. Blend two to three phonemes into recognizable words. CA**	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards for Foundational Skills K–5

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

	Kindergartners	Grade 1 Students	Grade 2 Students
Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **(Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA** c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards for Foundational Skills K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Writing Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

	Kindergartners	Grade 1 Students	Grade 2 Students
Text Types and Purposes	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing	4. (Begins in grade **2) CA**	4. (Begins in grade **2) CA**	**4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA**
	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Writing Standards K–5

	Kindergartners	Grade 1 Students	Grade 2 Students
Research to Build and Present Knowledge	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
	9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing	10. (Begins in grade **2) CA**	10. (Begins in grade **2) CA**	**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**
	Grade 3 Students	**Grade 4 Students**	**Grade 5 Students**
Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented.

Writing Standards K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Text Types and Purposes (*continued*)	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Production and Distribution of Writing	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CA**	4. Produce clear and coherent writing **(including multiple-paragraph texts)** in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CA**
	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase,** and categorize information, and provide a list of sources. **CA**	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Writing Standards K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Research to Build and Present Knowledge (*continued*)	9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards K–5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

	Kindergartners	Grade 1 Students	Grade 2 Students
Comprehension and Collaboration	1. Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **a. Understand and follow one- and two-step oral directions. CA**	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **a. Give, restate, and follow simple two-step directions. CA**	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **a. Give and follow three- and four-step oral directions. CA**
	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Speaking and Listening Standards K–5

	Kindergartners	Grade 1 Students	Grade 2 Students
Presentation of Knowledge and Ideas	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **a. Memorize and recite poems, rhymes, and songs with expression. CA**	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA**
	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
	6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Speaking and Listening Standards K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a speaker **or media source** provides to support particular points. **CA**	3. Summarize the points a speaker **or media source** makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies. CA**

Speaking and Listening Standards K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Presentation of Knowledge and Ideas	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA**	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA**	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA** **b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA**
	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards K–5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table "Language Progressive Skills, by Grade" on page 40 for a complete list and Appendix A for an example of how those skills develop in sophistication.

	Kindergartners	Grade 1 Students	Grade 2 Students
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). d. Use personal **(subject, object),** possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). **CA** e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). **g. Create readable documents with legible print. CA**

Language Standards K–5

	Kindergartners	Grade 1 Students	Grade 2 Students
Conventions of Standard English *(continued)*	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

Language Standards K–5

	Kindergartners	Grade 1 Students	Grade 2 Students
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.* a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

Language Standards K–5

	Kindergartners	Grade 1 Students	Grade 2 Students
Vocabulary Acquisition and Use *(continued)*	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Language Standards K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. **j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA** **k. Use reciprocal pronouns correctly. CA**	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use **interrogative,** relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). **CA** b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).* **h. Write fluidly and legibly in cursive or joined italics. CA**	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

Language Standards K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Conventions of Standard English (*continued*)	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA**	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**
	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Language Standards K–5

	Grade 3 Students	Grade 4 Students	Grade 5 Students
Vocabulary Acquisition and Use (*continued*)	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Language Progressive Skills, by Grade

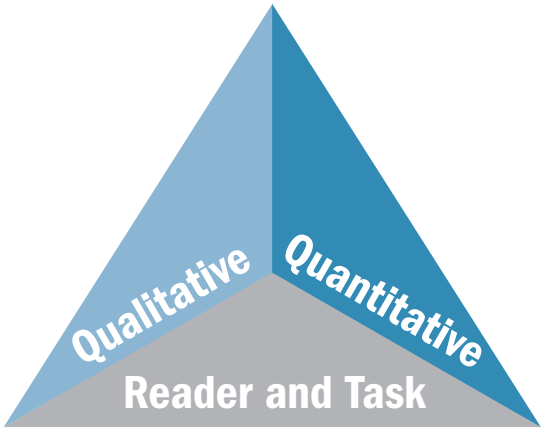
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.3.3a. Choose words and phrases for effect.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.3a. Choose words and phrases to convey ideas precisely.*	No	Yes	Yes	Yes	No	No	No	No
L.4.3b. Choose punctuation for effect.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	No	No	Yes	Yes	Yes	Yes	Yes	Yes
L.5.2a. Use punctuation to separate items in a series.**	No	No	Yes	Yes	Yes	Yes	No	No
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.***	No	No	No	Yes	Yes	Yes	Yes	No
L.6.3b. Maintain consistency in style and tone.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	No	No	No	No	Yes	Yes	Yes	Yes
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	No	No	No	No	Yes	Yes	Yes	Yes
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	No	No	No	No	No	Yes	Yes	Yes
L.9–10.1a. Use parallel structure.	No	No	No	No	No	No	Yes	Yes

*Subsumed by L.7.3a.
**Subsumed by L.9–10.1a.
***Subsumed by L.11–12.3a.

Standard 10: Range, Quality, and Complexity of Student Reading K–5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is provided in Appendix A.

Range of Text Types for K–5

Students in grades K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction and Historical, Scientific, and Technical Texts**
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.	Includes staged dialogue and brief familiar scenes.	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem.	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K†	• *Over in the Meadow* by John Langstaff (traditional) (c1800)* • *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) • *Pancakes for Breakfast* by Tomie DePaola (1978) • *A Story, A Story* by Gail E. Haley (1970)* • *Kitten's First Full Moon* by Kevin Henkes (2004)*	• *My Five Senses* by Aliki (1962)** • *Truck* by Donald Crews (1980) • *I Read Signs* by Tana Hoban (1987) • *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)* • *Amazing Whales!* by Sarah L. Thomson (2005)*
1†	• "Mix a Pancake" by Christina G. Rossetti (1893)** • *Mr. Popper's Penguins* by Richard Atwater (1938)* • *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** • *Frog and Toad Together* by Arnold Lobel (1971)** • *Hi! Fly Guy* by Tedd Arnold (2006)	• *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** • *Starfish* by Edith Thacher Hurd (1962) • *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** • *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* • *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*
2–3	• "Who Has Seen the Wind?" by Christina G. Rossetti (1893) • *Charlotte's Web* by E. B. White (1952)* • *Sarah, Plain and Tall* by Patricia MacLachlan (1985) • *Tops and Bottoms* by Janet Stevens (1995) • *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	• *A Medieval Feast* by Aliki (1983) • *From Seed to Plant* by Gail Gibbons (1991) • *The Story of Ruby Bridges* by Robert Coles (1995)* • *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) • *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
4–5	• *Alice's Adventures in Wonderland* by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • *The Black Stallion* by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • *Where the Mountain Meets the Moon* by Grace Lin (2009)	• *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger (1992) • *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996) • *A History of US* by Joy Hakim (2005) • *Horses* by Seymour Simon (2006) • *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

*Read-aloud

**Read-along

†Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body **Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.**	**The five senses and associated body parts** • *My Five Senses* by Aliki (1989) • *Hearing* by Maria Rius (1985) • *Sight* by Maria Rius (1985) • *Taste* by Maria Rius (1985) • *Touch* by Maria Rius (1985) **Taking care of your body: Overview (hygiene, diet, exercise, rest)** • *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001) • *Get Up and Go!* By Nancy Carlson (2008) • *Go Wash Up* by Doering Tourville (2008) • *Sleep* by Paul Showers (1997) • *Fuel the Body* by Doering Tourville (2008)	**Introduction to the systems of the human body and associated body parts** • *Under Your Skin: Your Amazing Body* by Mick Manning (2007) • *Me and My Amazing Body* by Joan Sweeney (1999) • *The Human Body* by Gallimard Jeunesse (2007) • *The Busy Body Book* by Lizzy Rockwell (2008) • *First Encyclopedia of the Human Body* by Fiona Chandler (2004) **Taking care of your body: Germs, diseases, and preventing illness** • *Germs Make Me Sick* by Marilyn Berger (1995) • *Tiny Life on Your Body* by Christine Taylor Butler (2005) • *Germ Stories* by Christine Taylor Butler (2005) • *Germ Stories* by Arthur Kornberg (2007) • *All About Scabs* by Genichiro Yagu (1998)	**Digestive and excretory systems** • *What Happens to a Hamburger* by Paul Showers (1985) • *The Digestive System* by Rebecca L. Johnson (2006) • *The Digestive System* by Kristin Petrie (2007) **Taking care of your body: Healthy eating and nutrition** • *Good Enough to Eat* by Lizzy Rockwell (1999) • *Showdown at the Food Pyramid* by Rex Barron (2004) **Muscular, skeletal, and nervous systems** • *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009) • *Muscles* by Seymour Simon (1998) • *Bones* by Seymour Simon (1998) • *The Astounding Nervous System* Crabtree Publishing (2009) • *The Nervous System* by Joelle Riley (2004)	**Circulatory system** • *The Heart* by Seymour Simon (2006) • *The Heart and Circulation* by Carol Ballard (2005) • *The Circulatory System* by Kristin Petrie (2007) • *The Amazing Circulatory System* by John Burstein (2009) **Respiratory system** • *The Lungs* by Seymour Simon (2007) • *The Respiratory System* by Susan Glass (2004) • *The Respiratory System* by Kristin Petrie (2007) **Endocrine system** • *The Exciting Endocrine System* by Rebecca Olien (2006) • *The Exciting Endocrine System* by John Burstein (2009)

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Standards for

English Language Arts

6–12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

RL

Reading Standards for Literature 6–12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Key Ideas and Details	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(See grade 7 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**
	5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Reading Standards for Literature 6–12

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Integration of Knowledge and Ideas	7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
	9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

RL

Reading Standards for Literature 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grades 9–10 Students	Grades 11–12 Students
Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed). **CA**
Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **(See grade 9–10 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) **(See grade 11–12 Language standards 4–6 for additional expectations.) CA**
	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Reading Standards for Literature 6–12

	Grades 9–10 Students	Grades 11–12 Students
Integration of Knowledge and Ideas	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	8. (Not applicable to literature)	8. (Not applicable to literature)
	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

RI Reading Standards for Informational Text 6–12

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Key Ideas and Details	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 7 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**
	5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA**	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA**	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA**
	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Reading Standards for Informational Text 6–12

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Integration of Knowledge and Ideas	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

RI

Reading Standards for Informational Text 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grades 9–10 Students	Grades 11–12 Students
Key Ideas and Details	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **(See grade 9–10 Language standards 4–6 for additional expectations.) CA**	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). **(See grade 11–12 Language standards 4–6 for additional expectations.) CA**
	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA**	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA**
	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Reading Standards for Informational Text 6–12

	Grades 9–10 Students	Grades 11–12 Students
Integration of Knowledge and Ideas	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).
	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Text Types and Purposes	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA** b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA** c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Writing Standards 6–12

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Text Types and Purposes (*continued*)	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic **or thesis statement;** organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications),** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA** a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards 6–12

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Text Types and Purposes *(continued)*	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing Standards 6–12

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
	6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Research to Build and Present Knowledge	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Writing Standards 6–12

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Research to Build and Present Knowledge *(continued)*	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grades 9–10 Students	Grades 11–12 Students
Text Types and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counter-claims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. **f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA**

Writing Standards 6–12

	Grades 9–10 Students	Grades 11–12 Students
Text Types and Purposes *(continued)*	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic **or thesis statement**; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **CA** b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic **or thesis statement**; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **CA** b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards 6–12

	Grades 9–10 Students	Grades 11–12 Students
Text Types and Purposes (*continued*)	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing Standards 6–12

	Grades 9–10 Students	Grades 11–12 Students
Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation **including footnotes and endnotes. CA**	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **including footnotes and endnotes. CA**
	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist,* presidential addresses]").
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened the link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Speaking and Listening Standards 6–12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Comprehension and Collaboration	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
	3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Delineate a speaker's argument and specific claims, **and attitude toward the subject,** evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. **CA**	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Speaking and Listening Standards 6–12

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Presentation of Knowledge and Ideas	4. Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** **a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA**	4. Present claims and findings **(e.g., argument, narrative, summary presentations)**, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** **a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA**	4. Present claims and findings **(e.g., argument, narrative, response to literature presentations)**, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** **a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA**
	5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

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Speaking and Listening Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grades 9–10 Students	Grades 11–12 Students
Comprehension and Collaboration	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Speaking and Listening Standards 6–12

	Grades 9–10 Students	Grades 11–12 Students
Presentation of Knowledge and Ideas	4. Present information, findings, and supporting evidence clearly, concisely, and logically **(using appropriate eye contact, adequate volume, and clear pronunciation)** such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose **(e.g., argument, narrative, informative, response to literature presentations),** audience, and task. **CA** **a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA** **b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA**	4. Present information, findings, and supporting evidence **(e.g., reflective, historical investigation, response to literature presentations),** conveying a clear and distinct perspective **and a logical argument,** such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Use appropriate eye contact, adequate volume, and clear pronunciation. CA** **a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA** **b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade) CA**
	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in its own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the "Language Progressive Skills, by Grade" table on page 76 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Conventions of Standards English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use **all pronouns, including** intensive pronouns (e.g., *myself, ourselves*) **correctly. CA** c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.* b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

Language Standards 6–12

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Knowledge of Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words. CA** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words. CA** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

	Grade 6 Students	Grade 7 Students	Grade 8 Students
Vocabulary Acquisition and Use (*continued*)	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards 6–12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grades 9–10 Students	Grades 11–12 Students
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
Knowledge of Language	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook,* Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Standards 6–12

	Grades 9–10 Students	Grades 11–12 Students
Vocabulary Acquisition and Use	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) **and continue to apply knowledge of Greek and Latin roots and affixes. CA** c. Consult general and specialized reference materials (e.g., **college-level** dictionaries, **rhyming dictionaries, bilingual dictionaries,** glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **CA** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). **Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA** c. Consult general and specialized reference materials (e.g., **college-level** dictionaries, **rhyming dictionaries, bilingual dictionaries,** glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **CA** d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

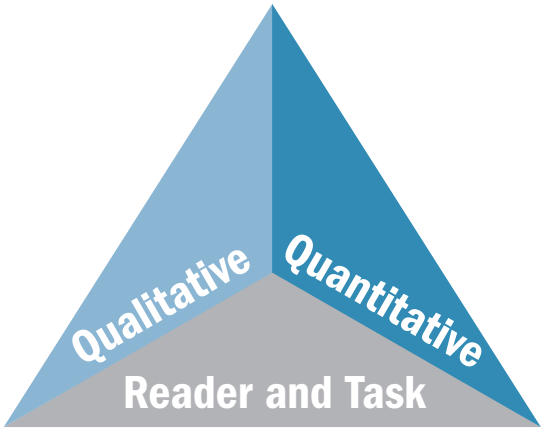
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.3.3a. Choose words and phrases for effect.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.4.3a. Choose words and phrases to convey ideas precisely.*	No	Yes	Yes	Yes	No	No	No	No
L.4.3b. Choose punctuation for effect.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	No	No	Yes	Yes	Yes	Yes	Yes	Yes
L.5.2a. Use punctuation to separate items in a series.**	No	No	Yes	Yes	Yes	Yes	No	No
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.***	No	No	No	Yes	Yes	Yes	Yes	No
L.6.3b. Maintain consistency in style and tone.	No	No	No	Yes	Yes	Yes	Yes	Yes
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	No	No	No	No	Yes	Yes	Yes	Yes
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	No	No	No	No	Yes	Yes	Yes	Yes
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.	No	No	No	No	No	Yes	Yes	Yes
L.9–10.1a. Use parallel structure.	No	No	No	No	No	No	Yes	Yes

*Subsumed by L.7.3a.
**Subsumed by L.9–10.1a.
***Subsumed by L.11–12.3a.

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is provided in Appendix A.

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels.	Includes **classical through contemporary** one-act and multi-act plays, both in written form and on film, **and works by writers representing a broad range of literary periods and cultures. CA**	Includes **classical through contemporary works and** the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics **by writers representing a broad range of literary periods and cultures. CA**	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	• *Little Women* by Louisa May Alcott (1869) • *The Adventures of Tom Sawyer* by Mark Twain (1876) • "The Road Not Taken" by Robert Frost (1915) • *The Dark Is Rising* by Susan Cooper (1973) • *Dragonwings* by Laurence Yep (1975) • *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)	• "Letter on Thomas Jefferson" by John Adams (1776) • *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) • "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940) • *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) • *Travels with Charley: In Search of America* by John Steinbeck (1962)
9–10	• *The Tragedy of Macbeth* by William Shakespeare (1592) • "Ozymandias" by Percy Bysshe Shelley (1817) • "The Raven" by Edgar Allen Poe (1845) • "The Gift of the Magi" by O. Henry (1906) • *The Grapes of Wrath* by John Steinbeck (1939) • *Fahrenheit 451* by Ray Bradbury (1953) • *The Killer Angels* by Michael Shaara (1975)	• "Speech to the Second Virginia Convention" by Patrick Henry (1775) • "Farewell Address" by George Washington (1796) • "Gettysburg Address" by Abraham Lincoln (1863) • "State of the Union Address" by Franklin Delano Roosevelt (1941) • "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) • "Hope, Despair and Memory" by Elie Wiesel (1997)
11–CCR	• "Ode on a Grecian Urn" by John Keats (1820) • *Jane Eyre* by Charlotte Brontë (1848) • "Because I Could Not Stop for Death" by Emily Dickinson (1890) • *The Great Gatsby* by F. Scott Fitzgerald (1925) • *Their Eyes Were Watching God* by Zora Neale Hurston (1937) • *A Raisin in the Sun* by Lorraine Hansberry (1959) • *The Namesake* by Jhumpa Lahiri (2003)	• *Common Sense* by Thomas Paine (1776) • *Walden* by Henry David Thoreau (1854) • "Society and Solitude" by Ralph Waldo Emerson (1857) • "The Fallacy of Success" by G. K. Chesterton (1909) • *Black Boy* by Richard Wright (1945) • "Politics and the English Language" by George Orwell (1946) • "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

Standards for

Literacy in History/Social Studies, Science, and Technical Subjects

6–12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

RH

Reading Standards for Literacy in History/Social Studies 6–12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Key Ideas and Details	1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
	5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Reading Standards for Literacy in History/Social Studies 6–12

	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Integration of Knowledge and Ideas	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
	8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity	10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

RST Reading Standards for Literacy in Science and Technical Subjects 6–12

	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Key Ideas and Details	1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics.*	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics.*	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics.*
	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Reading Standards for Literacy in Science and Technical Subjects 6–12

	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Integration of Knowledge and Ideas	7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity	10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

WHST

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Text Types and Purposes	1. Write arguments focused on *discipline-specific content.* a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments focused on *discipline-specific content.* a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	1. Write arguments focused on *discipline-specific content.* a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Text Types and Purposes (*continued*)	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

	Grade 6–8 Students	Grade 9–10 Students	Grade 11–12 Students
Research to Build and Present Knowledge *(continued)*	8. Gather relevant information from multiple print and digital sources **(primary and secondary),** using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**	8. Gather relevant information from multiple authoritative print and digital sources **(primary and secondary),** using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **CA**	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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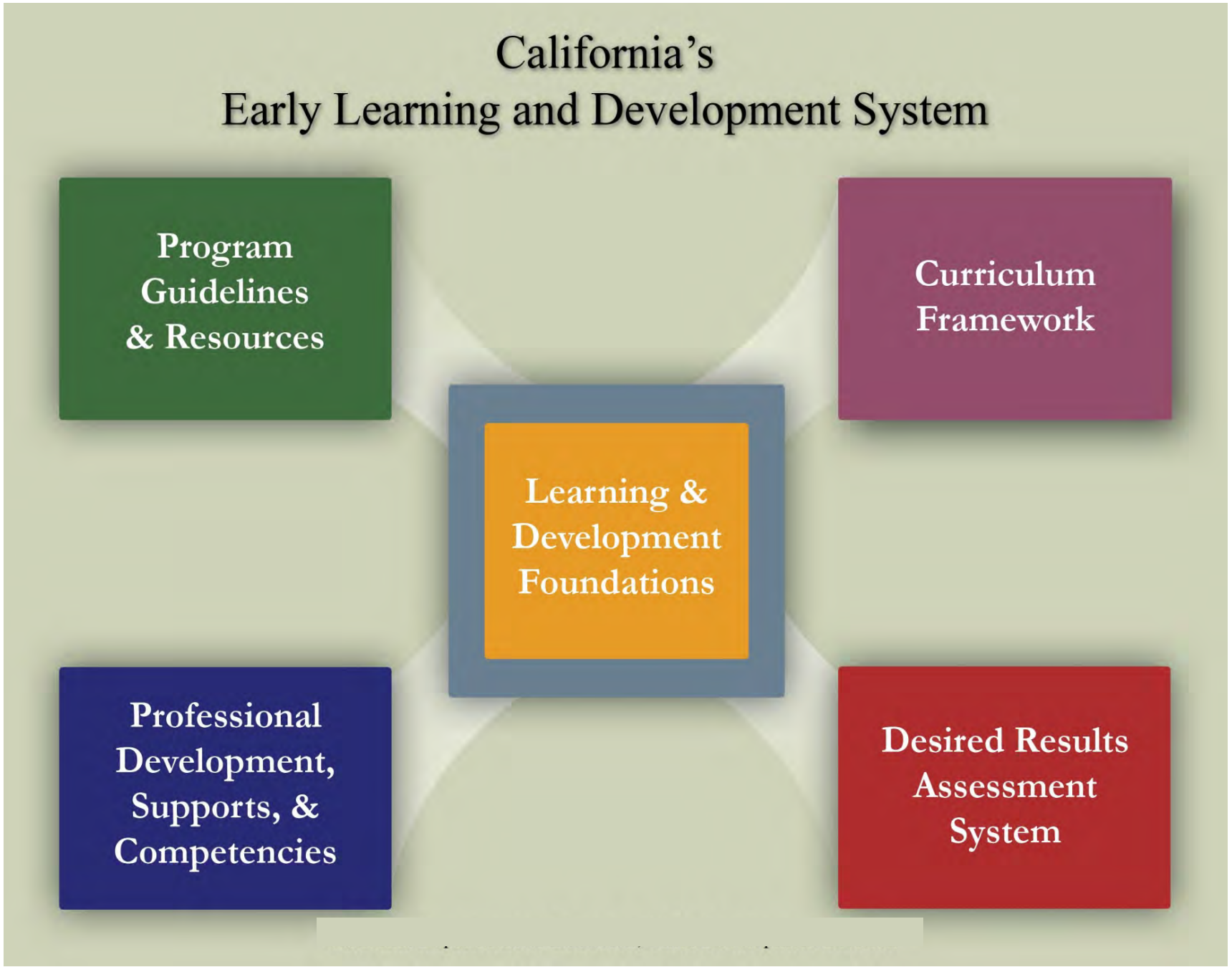

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Element 1: At the center of the system are the *Learning and Development Foundations* which describe the learning and development infants and toddlers typically demonstrate with appropriate support at around 8, 18 and 36 months. It also describes the learning and development for preschool children that is typically demonstrated with appropriate support at around 48 and 60 months of age. Having statewide foundations provides all teachers and programs with knowledge of the expectations and goals for children in California to use as they plan activities, the environment, and interactions.

Element 2: Infant and Toddler and Prekindergarten Learning and Development Guidelines present information about how to provide high-quality early care and education, including recommendations for program policies and day-to-day practices that will improve program services. In addition, the *Preschool English Learner Guide* provides teachers with the knowledge and tools they seek to educate preschool English learners most effectively.

Element 3: The Curriculum Frameworks are a resource for teachers to support setting up environments, selecting appropriate materials, supporting children's self initiated play and learning, and planning and implementing teacher guided learning activities. The frameworks are not a curriculum.

Element 4: The fourth component of the system is the Desired Results System. It is a continuous improvement system that is intended to improve program quality. The system consists of four parts including the Desired Results Developmental Profile© which measures children's progress towards the desired results, the Parent Survey which measures parents' satisfaction with the program, the Environment Rating Scales which assesses the classroom environment, and the Program Self Evaluation which assesses program quality.

Element 5: In California, numerous professional development opportunities are available to assist programs. These include the Program for Infant/Toddler Care (PITC), California Early Childhood Online (CECO), California Preschool Instructional Network (CPIN), California School-Age Consortium (CalSAC), Family Child Care at Its Best, the mentor programs, pre-service, the CDE/ECE Faculty Initiative Project, the Child Development Training Consortium and the Desired Results Training and Technical Assistance Project. The *California Early Childhood Educator (ECE) Competencies* describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.

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Head Start & Early Head Start School Readiness Goals 2021-2022

Head Start
A Program of *CAPK*

Policy Council Approval
June 2021

Board of Directors Approval
June 2021

SCHOOL READINESS PLAN 2021-2022

HEAD START AND STATE CHILD DEVELOPMENT EDUCATION DIVISION

OVERVIEW

Program staff will support Early Head Start and Head Start in the effort to improve outcomes for children, and to strengthen school readiness for children and families. We will implement this by following Head Start Early Learning Outcomes Framework (HSELOF), Parent, Family and Community Engagement Framework, California's Early Learning Development System, and child data sources from screenings and assessments. The HSELOF foundations written for each of the domains based on research and evidence and enhanced with expert practitioners' suggestions and examples; their purpose is to promote understanding of children's learning and to guide instructional practice. Teachers, administrators, parents, and policymakers will use the HSELOF as a springboard to augment efforts to enable all young children to acquire the competencies that will prepare them for success in school.

Our School Readiness goals are developed by using current data and ongoing child assessments that include the *DRDP 2015, A Developmental Continuum from Early Infancy to Kindergarten Entry,* implemented into the classroom during 2020-2021 school year. The primary goals were determined by analyzing and comparing children's data from the Spring Assessment (2020-2021), which aggregated all three (3) assessment periods (Fall, Winter & Spring). School Readiness Goals will reflect successful learning across five key areas of learning and development: Approaches to Learning, Social Emotional Development, Language and Literacy, Cognition, and Physical Development.

Program staff will work in partnership with families to promote Parent, Family and Community Engagement Outcomes that support school readiness goals. The partnership between parents and Head Start/Early Head Start staff is fundamental to children's current and future success in school readiness and beyond.

Our Program and partnerships will continue to research and remain abreast on the most up-to-date information on school readiness for ***Early Head Start, Head Start, and Home-Based option.*** To promote inclusion, we implement educational goals for all children with established Individualized Educational Plans (IEP) or Individualized Family Service Plans (IFSP) with input from our Content Area Specialists and Local Education Agencies. The School Readiness Goals are also used to help identify training topics to support professional development. Training will be offered during pre-services and throughout the upcoming program year.

DATA ANALYSIS AND REFLECTION

Each program year we design our professional development to support individualized learning and improve teaching practices, including family engagement. This is accomplished by identifying trends in children's development during the end of the year data aggregation. All developmental domains are planned for during the year to improve teaching practices and promote higher learning outcomes. During the 2020-2021 program year we have selected key findings to develop skills and practices that will continue to strengthen the following domains:

Age Group	Domain	Key Finding
Infant 6 weeks to 7 months	Cognition	COG 2 Classification
Older Infants 8 months to 17 months	Language and Literacy Development	LLD 2 Responsiveness to Language
Toddlers 18 months to 36 months	Language and Literacy Development	LLD 2 Responsiveness to Language
Preschool 3-year old's	Language and Literacy Development	LLD 5 Interest in Literacy
Preschool 4-year old's	Cognition	COG 4 Number Sense of Math Operations

BACKGROUND

Data Aggregation is the key element to ensure good practices when designing or identifying program improvement. Head Start / State Child Care have utilized the following data sources: ChildPlus Net, Developmental Screening; ASQ-3, ASQ: SE-2, Child Care Results, Desired Results Developmental Profile (2015), CLASS, ECERS, and ITERS.

Recognizing that collaboration is vital for children's success, the following representatives analyzed, planned, reviewed, and shared their recommendations for the development of the Early Head Start & Head Start School Readiness Goals:

Phase One: May 2021
2020-2021 School Readiness Goals Data Aggregation and Analysis.

Phase Two: May 2021
2019- 2020, Collaborative School Readiness Meeting

Phase Three: May 2021
2020- 2021 School Readiness Goal Setting Collaborative Meeting

Phase Four: June 2021
2021-2022 School Readiness Administration Team Review and Feedback

Phase Five: June 2021
2021 – 2022 School Readiness Goals Policy Council Approval

Phase Six: June 2021
2021 – 2022 School Readiness Sub-Committee Collaboration

Phase Seven: June 2021
2021 – 2022 School Readiness Goals Board of Directors Approval

Phase Eight:
July–November 2021 School Readiness Training and Implementation.

Framework for Effective Practice:
Supporting School Readiness for all Children

Parent, Family, and
Community Engagement

Head Start Early Learning Outcomes Framework
What Children Learn

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Early Head Start/Head Start
2021-2022 School Readiness Goals

Approaches to Learning – Self-Regulation

Goal: Children will exhibit increased skills in approaches to learning, including Curiosity and Initiative, Self-Control of Feelings and Behaviors, Engagement and Persistence, and Shared Use of Space & Materials.

Social and Emotional Development

Goal: Children will strengthen their skills in social behavior, emotional regulation, and emotional well-being.

Language and Literacy Development

Goal: Children will demonstrate increased communication, language, and emergent literacy skills.

English Language Development

Goal: Children will demonstrate increased communication, language, and emergent literacy skills.

Cognition and General Knowledge (Including Math and Science)

Goal: Children will strengthen their skills in cognition, including Math and Science.

Physical Development-Health

Goal: Children will demonstrate improved physical development, including personal care routines.

Early Head Start

Approaches to Learning - Self-Regulation (ALT-REG):

Approaches to learning focuses on how children learn. It refers to the skills and behaviors that children use to successfully navigate learning experiences.

Goal:
Children will exhibit increased skills in approaches to learning, including Self-Control of Feelings and Behaviors.

Objective:
By Spring 2022 infants and toddlers will develop strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

Young Infants:	Older Infants:	Toddlers:
80% will be at the "Responding Later" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior	80% will be at the "Exploring Earlier" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior	75% will be at the "Exploring Middle" level or above in Measure ATL-REG 5: Self-Control of Feelings and Behavior

Family Engagement Outcome:	Objective:
Families as Advocates and Leaders	By Spring 2022, families will have increased understanding to support their child's Approaches to Learning in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies

Caregivers will:

- Be in close proximity when babies are lying or sitting close to each other. Gently separate them if they touch each other roughly, showing them how to be gentle.
- Use clear language to communicate acceptable behaviors e.g., say, "Pat Juan's arm gently".
- Use simple clear language and facial expressions to communicate acceptable behaviors.
- Acknowledge when children show self-discipline. e.g., "You wanted Liz's ball, but you waited until she was finished playing with it."
- Create clear boundaries to help children learn self-control by using trays, pictures, and defining spaces.
- Use visual schedule for the classroom to establish a predictable routine and transitions.
- Introduce daily classroom expectations and explain to children the reasons for the rules e.g., "Be kind to others, hitting hurts our bodies." "Only three children may play in the block area." "When there are too many children playing with blocks, they can get hurt".

Effective Family Activities

Families may:

- Respond to children's bids for attention.
- Allow authentic expression of feelings by offering support and comfort rather than distracting children e.g., "I see you are frustrated with me, please give me a few more minutes to finish brushing my teeth and I will help you".
- Model and discuss emotions such as happy, mad, excited, and sad, with your child e.g., "I am so excited we are going to the park to see ducks".
- Express how your child's actions make you or others feel e.g., "Your brother is sad because you do not want to play with him".
- Encourage child to engage with other children e.g., playdates to give children opportunities to practice social skills.
- Establish rules and expectations e.g., "We use soft touches, nice hands."
- Model taking deep breaths or count to five when situations are stressful and talk to your child about it e.g., "I am taking deep breaths because it helps me to relax".

Head Start

Approaches to Learning-Self-Regulation (ALT-REG):

Approaches to learning focuses on how children learn. It refers to the skills and behaviors that children use to successfully navigate learning experiences.

Goal:
Children will demonstrate improved approaches toward learning, including self-comforting.

Objective:
By Spring 2022, children will increasingly develop the capacity to comfort or soothe self in response to distress from internal or external stimulation.

3-year-olds: 80% will be at the "Exploring Later" level or above in Measure ATL-REG 2: Self-Comforting	4-year-olds: 80% will be at the "Building Earlier" level or above in Measure ATL-REG 2: Self-Comforting

Family Engagement Outcome: Families as Advocates and Leaders	Objective: By Spring 2022, families will have increased understanding to support their child's Approaches Toward Learning in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies

Teachers will:

- Set up their classroom environments to promote shared activities and developmentally appropriate activities that support social emotional skills.
- Engage children in play specifically designed to promote pretend play and social play with teachers and peers.
- Engage children in structured games and activities that have structured group activities with rules.
- Utilize curriculum practices that support healthy social-emotional development, such as CLASS teacher sensitivity and behavior management, and The Pyramid model.
- Provide specific feedback to children about their efforts, reinforcing their choices to support learning and linking their actions to outcomes.
- Read a book on Emotions and have children draw a picture about how they feel and write what they said.
- Place family photos in children's cubbies for them to access when need to comfort themselves. Teachers will support by asking open-ended questions children about the photos.
- Observe children's behaviors and encourage children who need space away from active play to use the cozy space to comfort themselves. Teachers will provide and set up activities indoors and out that are meant for 1-2 children.

Effective Family Activities

Families may:

- Model desirable behaviors and attitudes in interactions with children and other adults.
- Establish developmentally and culturally appropriate expectations for children's behavior, especially for self-control and self-regulation.
- Read stories with their children about they were like as a baby and converse together about the ways they have changed and grown.
- Share a storybook with children and wonder together how the story's characters might be feeling and why. Identify emotions and teach their child words like excited, surprised, and frustrated.
- Encourage their child to get a special item that comforts and soothes their them (i.e., a teddy bear or blanket) when they feel distressed.
- Families will sit with your child and ask questions as they play, such as, how did that work? Or a What if question which will support child with self confidence in being able to come up with his/her solutions.
- Families can make an Emotion Chart and ask children daily how they feel? And document daily and have a discussion at the end of each week.
- Families can implement a "FIRST-THEN" board to model for younger children. Example: FIRST- I will cook dinner, THEN- I will help you with your work.

Early Head Start

Social and Emotional Development (SED):

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.

Goal:
Children will demonstrate improved understanding of symbolic and sociodramatic play and social and emotional understanding.

Objective:
By Spring 2022 infants and toddlers will develop the capacity to use objects to represent other objects and develop and understanding of people's behaviors, feelings, and thoughts.

Young Infants:	Older Infants:	Toddlers:
70% will be at the "Responding Later" level or above in Measure SED 2: Social and Emotional Understanding	75% will be at the "Exploring Earlier" level or above in Measure SED 5: Symbolic and Sociodramatic Play	70% will be at the "Exploring Later" level or above in Measure SED 2: Social and Emotional Understanding

Family Engagement Outcome:	Objective:
Families as Advocates and Leaders	By Spring 2022, families will have increased understanding to support their child's Social Emotional Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies

Caregivers will:

- Build positive relationships with babies and convey warmth and affection by smiling, laughing, showing empathy, and using a gentle touch.
- Post families, teachers, and child's photos in the environment. Talk with children about the pictures and their relationships.
- Label and talk about children's emotions and their causes e.g., "Maria is angry because you took her doll."
- Make simple emotion books for children and talk about feelings e.g., "Tammy is smiling because she is happy."
- Offer children, books, stories, songs, and images that represent their feelings.
- Use mirrors, puppets, dolls, stuffed animals to tell a story about feelings, model appropriate way to express it and how to resolve it.
- Model respectful relationships with other adults in the program e.g., "Thank you Glenda for bringing our lunch to the table."
- Help children interpret cues about how someone feels e.g., "Miguel looks tired, he is yawning and rubbing his eyes. "I think he may be ready to rest".

Effective Family Activities

Families may:

- Respond to children's bids for attention.
- Provide comfort and reassurance.
- Respond to and play with your child as often as possible.
- Label your child's feelings and emotions when they are being expressed.
- Adapt energy level and responses to your child's current state of emotion.
- Join child in looking through pictures in a family photo album. Talk together with child, ask questions such as "Who do you see in the picture?"
- Create a cozy space in your home to spend one on one time with your child.
- Use toy telephones to engage in pretend phone calls with your child.

Head Start

Social and Emotional Development (SED):

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.

Goal:
Children will demonstrate improved awareness of self and social and emotional understanding.

Objective:
By Spring 2022, children will develop and understanding of people's behaviors, feelings, and thoughts as well as an increasing awareness of self as distinct from others.

3-year-olds: 80% will be at the "Exploring Later" level or above in Measure SED 1: Identity of Self in Relation to others	4-year-olds: 80% will be at the "Building Earlier" level or above in Measure SED 2: Social & Emotional Understanding

Family Engagement Outcome: Families as Advocates and Leaders	Objective: By Spring 2022, families will have increased understanding to support their child's Social Emotional Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies

Teachers will:

- Create an environment where children can make choices and where teachers can facilitate with problem solving and solutions.
- Engage children in daily conversations about their day and acknowledge children's feelings, by encouraging discussion about different emotions and feelings.
- Observe children interest and needs. Individualizing their support to build confidence and encourage social emotional understanding.
- Facilitate by guiding children to be respectful during circle time to teachers and peers.
- Involve children in activities and games which involve turn-taking. Encourage children to take turns leading the game or activity.
- Use different emotional cards to see which children are feeling what type of emotions at that moment. By using different emotional cards, the children can demonstrate self-awareness towards their own emotions.
- Help children find words to express their feelings by acknowledge children's feelings and helping them to understand their feelings by talking to them, reading books and role modeling.

Effective Family Activities

Families may:

- Name different emotions and talk about the possible feeling's children may experience, such as sad, mad, angry, disappointed, grumpy, frustrated, etc.
- Plan a family activity or tradition where one night a week parents will allow their child to take turns planning a fun night. Parents can stick to a theme, like choosing which food to eat, movie to watch, or game to play.
- Play games which involve turn-taking, such as have a family singing or dance competition.
- View family photos with your child identifying themselves and each family member by name. invite your child to express their feelings and to consider what others might be feeling.
- Ask questions such as, "What was the first thing you did after you woke up this morning? What did you do before lunch? What did you do between school and dinnertime?" Developing the concept of time can be challenging. Start by incorporating time-related words such as today, tomorrow, before, and after.
- Model behavior and attitudes that are warm, respectful, and caring. Give their child full attention when their child is communicating with them and show interest in their child's perspective.
- Families can implement a "FIRST-THEN" board to model for younger children. Example: FIRST- eat lunch, THEN- we can go outside.

Early Head Start

Language and Literacy Development (LLD)

Communication is fundamental to the human experience, and language and literacy are essential to children's learning.

Goal:
Children will demonstrate improved communication and responsiveness to language.

Objective:
By Spring 2022, infants and toddlers will communicate or act in response to language and respond to increasingly complex language.

Young Infants:	Older Infants:	Toddlers:
70% will be at the "Responding Later" level or above in Measure LLD 2: Responsiveness to Language	70% will be at the "Exploring Earlier" level or above in Measure LLD 2: Responsiveness to Language	60% will be at the "Exploring Later" level or above in Measure LLD 2: Responsiveness to Language

Family Engagement Outcome:	Objective:
Families as Advocates and Leaders	By Spring 2022, families will have increased understanding to support their child's Language and Literacy in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies

Caregivers will:

- Exaggerate facial expression and encourage babies to listen and focus on what is being said.
- Introduce baby signs language.
- Speak to children in their home language and provide ample time for them to respond.
- Use language that is easy to understand, explaining new vocabulary words as you use them.
- Make a reading cozy area in the environment where an adult can read to individuals or a small group of children.
- Read books with children and describe pictures in the book.
- Discuss family photos that are posted in the classroom, identify familiar people to the child, encourage child to repeat words.
- Use self-talk and parallel talk throughout daily interactions with children.

Effective Family Activities

Families may:

- Hold baby in front of the mirror to engage in talking, singing, and dancing.
- Read books to children at home.
- Sing songs that are familiar to your child, e.g., "Twinkle, twinkle little star…." Improvise by changing the words to a familiar tune or song.
- Introduce new vocabulary words.
- Speak in full sentences and complete sentences.
- Share stories from home and label illustrations.
- Allow enough wait time for child to respond to questions in conversations.
- Create a family photo album. Talk about the family members and what they are doing in the pictures.

Head Start

Language and Literacy Development (LLD):

Communication is fundamental to the human experience, and language and literacy are essential to children's learning.

Goal:
Children will demonstrate improved communication, language, and interest in literacy.

Objective:
By Spring 2022, children will show an interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.

3-year-olds: 70% will be at the "Exploring Later" level or above in Measure LLD 5: Interest in Literacy	4-year-olds: 80% will be at the "Building Earlier" level or above in Measure LLD 5: Letter and Word Knowledge

Family Engagement Outcome:	Objective:
Families as Advocates and Leaders	By Spring 2022, families will have increased understanding to support their child's Language and Literacy in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies

Teachers will:

- Provide both picture books and textbooks in various areas of the classroom environment for children to explore.
- Provide intentional activities and routine experiences where children build Language and Literacy.
- Plan and incorporate the use of language, vocabulary, and grammar. Teachers will model correct forms and provide support in play through teacher-guided instructional activities.
- Create a print-rich environment by adding labels, signs, sing-in sheets, helper charts and name tags throughout the classroom for children to see, point to, and recognize their print.
- Provide a visual alphabet with an example of a picture that the alphabet letter relates to.
- Use a visual example with the letter of the week that is a focus for children to learn the sound, what starts with that letter, and helps them recognize the alphabet. There will be a new letter of the week to focus on.
- Make group time reading interesting by letting children act out the story. Teachers will engage children in activities that include tracing, matching, and naming letters.
- Implement games that support the growth of vocabulary (i.e., guessing game offering description or clues to guess the item)

Effective Family Activities

Families may:

- Read books with children daily and encourage them to read along.
- Introduce letter names and connect them with sounds.
- Initiate discussions before, during, and after reading.
- Look for labels/signs while driving and or out in public and ask their child if they can guess what the label/sign says.
- Describe and demonstrate objects in the home identifying the correct name and the letter it starts with including the sound.
- Take their child to the library.
- Follow their child's lead when selecting and reading books.
- Engage children in storytelling and have books readily available for children to explore.
- Ask their child open-ended questions (How, what, why) during back-and-forth conversations.
- Engage their child in tracing their name and naming and repeating the letters in their name.
- Engage their child in conversations encouraging descriptive language (i.e., ask them to describe their food's color, texture, and taste).

"The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children."

Head Start
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Head Start
English Language Development

Children who are dual language learners (DLLs) need intentional support for the development of their home language as well as for English acquisition.

Goal: Children will demonstrate an increasing understanding of and communicate in English	
Objective: By Spring 2022, children will show increasing progress toward fluency in speaking English.	
3-year-olds: 75% will be at the "Developing English" level or above in Measure ELD 4: Symbol, Letter & Print Knowledge in English	**4-year-olds:** 70% will be at the "Building English" level or above in Measure ELD 4: Symbol, Letter & Print Knowledge in English
Family Engagement Outcome: Families as Advocates and Leaders	Objective: By Spring 2022, families will have increased understanding to support their child's English Language Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Use language and literacy activities that contain repetitive refrains. • Use different types of words and grammar while implementing expressive and receptive English. • Engage in conversations with children using back and forth exchanges. • Map your actions and give descriptions of objects, activities, or events with language. • Engage children in multiple literacy activities (i.e., reading books, singing songs, and reciting poetry). • Provide clear signs, pictures, and labels for interest's areas. • Provide children with written names of objects or actions in all areas of the classroom. • Read books to children daily. Point to the words on the page as you read.	Families may: • Look at old photographs of your family and talk about them. Help your child write the names of family members on a piece of paper. • Translate school materials in the home language. • Read a book to your child and then ask them to look at the pictures to tell you their favorite part. • After reading a book together and ask your child to recount details from the story. • Visit the library and check out books in the home language and in English. • Print your child's name on a piece of cardboard. Help them glue yarn, beans, or pasta over the letters. Name each letter of your child's name. • Help your child cut out pictures of animals from old magazines and name each one as you glue them onto a piece of paper. Name the animals in English and your home language. • Look around your home for items that begin with the first letter of your child's name. Count how many items your child can find.

Early Head Start

Cognition, Including Math and Science (COG):

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. From preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

Goal:
Children will demonstrate improved general cognitive skills.

Objective:
By Spring 2022, infants and toddlers will show an increasing ability to compare, match, and sort objects into groups according to their attributes. They will also develop an understanding of number and quantity.

Young Infants:	Older Infants:	Toddlers:
70% will be at the "Responding Later" level or above in Measure COG 2: Classification	70% will be at the "Exploring Earlier" level or above in Measure COG 3: Number Sense of Quantity	70% will be at the "Exploring Later" level or above in Measure COG 3: Number Sense of Quantity

Family Engagement Outcome:	Objective:
Families as Advocates and Leaders	By Spring 2022, families will have increased understanding to support their child's Cognition in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies

Caregivers will:

- Provide a variety of simple materials for babies to grasp and release.
- Provide time for babies to actively explore materials.
- Sing simple songs and rhymes that incorporate numbers.
- Use number words (one, two, or three) to label objects for example, "Mary you are playing with two balls," "George I am giving you more milk."
- Model comparison vocabulary for example, more, less, fewer, least, same as, and equal.
- Use everyday activities for opportunities to count for example, "I wonder how many children are here today." Let's count."
- Read stories to children that include numerals and items to count.
- Provide opportunities for children to count using one-to-one correspondence.

Effective Family Activities

Families may:

- Provide safe materials for your child to explore using their senses, as child explores describe characteristic of each item e.g., soft, rough, and bumpy.
- Provide materials such as nesting cups, puzzles, risers, and shape sorters.
- Incorporate the sign "more" for a specific item served for dinner, for example, if you give your child a carrot on their plate, you can ask "would you like more?" Your child can respond with the sign for more or the word more.
- Provide your child with opportunities to explore items in their environment such as plastic cups, plates, lids and other easy to grasp items.
- Use simple songs, fingerplays, and chants to encourage counting.
- Use daily routines for counting opportunities for example, "one arm, two arms" while helping your child to get dressed.
- Provide opportunities to count a small quantity of items for example three blocks.
- Develop rituals that include numbers, e.g., "counting our eyes and toes at bath time."

Head Start

Cognition, Including Math and Science (COG):

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. From preschoolers, this evolves into complex mathematical thinking and scientific reasoning.

Goal: Children will demonstrate improved general cognitive skills.	
Objective: By Spring 2022, children will show an increasing ability to add and subtract small quantities of objects.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure COG 4: Number Sense of Math Operations	**Four-year-old's:** 80% will be at the "Building Earlier" level or above in Measure COG 4: Number Sense of Math Operations
Family Engagement Outcome: Families as Advocates and Leaders	Objective: By Spring 2022, families will have increased understanding to support their child's Cognition in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Point to each small object as children count slowly, saying the numbers. • Facilitate counting activities during large group time (i.e., marching and singing to number songs). • Engage children in counting the toys they are playing with. • Encourage children to chart tally graphs by counting the number of children in attendance daily. • Plan and implement a daily read-aloud that includes numerical concepts (adding and subtracting). • Provide multiple manipulatives for sorting, counting, and comparing the quantities of two groups. • Facilitate flannel stories that include adding and subtracting, children will participate in adding and or removing and counting the remaining groups. • plan and implement subitizing games (i.e., dots on plates) • Use a balance scale and have children gather items from the classroom that will fit in the scale bucket. Children will place items in the scale bucket and decide which items weigh more, less, or the same.	Families may: • Help their children to count the socks in the laundry basket. • Encourage their child to recite numbers 1-10 while singing or marching. • Use pots and pans and decide which pots and pans are bigger or smaller. • Engage their child in counting and comparing the quantities of two groups. • Assist their child to count their snacks (i.e., crackers, apple/orange slices, and berries) • Sing counting nursery rhymes with their child (i.e., 5 little monkeys jumping on the bed) • Help their child to make sets of two. • Encourage their child to count their fingers and toes. • Ask their child to show their age with their fingers. • Provide big and small pots or containers and ask their child to add the big Legos in the big container and the small Legos in the small container.

Early Head Start

Physical Development-Health (PD-HLTH):

Perceptual, motor, and physical development is foundational to children's learning in all areas because it permits children to explore fully and function in their environment.

Goal:
Children will demonstrate improved personal care routines knowledge, gross motor skills and knowledge of safety.

Objective:
By Spring 2022, infants and toddlers will increase proficiency in gross motor manipulative skills, safety, and personal care routines.

Young Infants:	Older Infants:	Toddlers:
80% will be at the "Responding Later" level or above in Measure PD-HTH 3: Gross Motor Manipulative Skills	80% will be at the "Exploring Earlier" level or above in Measure PD-HTH 5: Safety	60% will be at the "Exploring Later" level or above in Measure PD-HTH 8: Personal Care Routines: Dressing

Family Engagement Outcome:	Objective:
Families as Advocates and Leaders	By Spring 2022, families will have increased understanding to support their child's Perceptual Motor and Physical Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies

Caregivers will:

- Provide tummy time opportunities for babies throughout the day.
- Provide balls and manipulatives of various sizes, textures, and grips to explore.
- Provide push and pull toys for child to explore in the environment.
- Provide appropriate safety rules for children e.g., such as walking feet and teachers open the door to go outside first.
- Provide visual safety reminders in the environment, e.g., laminated posters, rules, stop sign, and program wide expectations.
- Provide opportunities for children to participate in handwashing routine, e.g., washing hands with soap, using a paper towel to dry own hands.
- Provide opportunities for children to assist with dressing themselves e.g., pushing arms through a jacket sleeve, pushing leg through a pair of pants, slipping on shoes.
- Provide opportunities for children to assist in toileting routines e.g., pulling pants up/down or indicating when diaper is soiled.

Effective Family Activities

Families may:

- Provide opportunities for babies to engage in tummy time.
- Provide babies with opportunities to grasp and release objects nearby.
- Provide a safe space for exploration and movement.
- Provide opportunities to engage in ball play with child, e.g., roll a ball back and forth with child.
- Introduce simple safety rules to child e.g., holding adult's hand when going outside.
- Include child in simple daily clean up routines e.g., throwing away own garbage, putting toys away and handwashing.
- Provide opportunities for child to dress dolls and stuffed animals.

Head Start

Physical Development-Health (PD-HLTH):

Perceptual, motor, and physical development are foundational to children's learning in all areas because it permits children to explore fully and function in their environment.

Goal: Children will demonstrate improved physical development, including perceptual and fine motor skills.	
Objective: By Spring 2022, children will demonstrate increasing awareness of own physical effort, body awareness, and spatial awareness. They will also demonstrate increasing precision, strength, and coordination when using muscles of the hand.	
3-year-olds: 80% will be at the "Exploring Later" level or above in Measure PD-HLTH 1: Perceptual Motor Skills	**4-year-olds:** 80% will be at the "Building Earlier" level or above in Measure PD-HLTH 4: Fine Motor Manipulative Skills
Family Engagement Outcome: Families as Advocates and Leaders	Objective: By Spring 2022, families will have increased understanding to support their child's Perceptual Motor and Physical Development in the effort to prepare them for school as measured by pre and post surveys at parent meetings and training.

Effective Teaching Strategies	Effective Family Activities
Teachers will: • Offer activities that encourage children to hold items with one hand while manipulating them with the other hand or another part of the body. • Provide equipment such as a bean bag or scarf. The children will place their right arm behind their back and throw scarf and or bean bag up into the air. Children will retrieve an object with the left hand. They will alternate between the left and right arm as the teacher instructs. • Create a path with sidewalk chalk or tape for child to follow. The path can have zigzag or curves for children to move in different directions. Teacher will encourage walking, jumping, or galloping as the child follows the path. • Play volleyball with balloons. Keep a balloon afloat by hitting it back and forth to each child. • Play Hop! Place a broomstick on the floor. Stand on one side with both feet together. Jump over the stick and back 10 times. • Plan and implement physical activities twice a day. • Promote intentional large muscle body movements throughout the day. (i.e., animal movement, yoga, Simon says, and Hokey Pokey). • Engage children in guided activities that include the use of fine motor development.	Families may: • Provide activities that encourage children to manipulate items with one hand while holding it with the other hand or another part of the body (i.e., using a butter knife spreading jelly on toast or scooping dirt into a container while holding it with one hand and the other holding the container). • Encourage their child to help with unpacking groceries and placing them on the shelves. • Play sock basketball (toss rolled socks into a laundry basket). • Take their child on a walk after dinner and look for specific shapes. • Play music and have a family dance party. • Provide their child with manipulatives, such as puzzles and snap Lego's. • Engage their child in ball play by throwing the ball in a specific direction and bouncing the ball. • Promote large muscle movements at home by playing pretend animal movements. • Encourage their child to go up and down stairs when available and safe.

Professional Development Opportunities

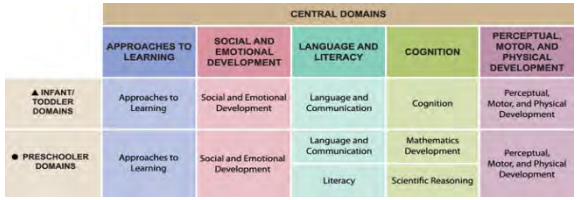
Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Practice Based Coaching and TLC Support teaching staff to promote effective teaching practices and ensure curriculum is implemented to fidelity, to strengthen CLASS with the emphasis on Classroom Management. Teachers learning collaboratives (TLC) Support teaching staff and home-based educators to promote effective teaching practices and ensure curriculum is implemented to fidelity, to strengthen CLASS/HOVRS with the emphasis on Classroom Management/HOVRS Support teaching staff by establishing a year-long professional development plan focused on CLASS, specializing in Classroom Management.	Administrator of Education and Support Services Education Managers Mentor Coaches Data Analyst Site Supervisors Teaching Staff Home Based Supervisor and Educators Administrator of Education and Support Services Education Managers Mentor- Coaches Data Analyst Site Supervisors Teaching Staff Home Based Supervisor and Educators	August 2021 March 2022 August 2021 July 2022	Classroom Management Outcomes English Language Development (ELD) Data Outcomes CLASS Data Outcomes ECERS/ITERS Data Outcomes Curriculum Monitoring Tool Curriculum Mentoring Fidelity Tool Practice Based Coaching Mentee Resource Folder DRDP 2015 T/TA Support Plan Practice Based Coaching	Creative Curriculum Cloud Making the Most of Classroom Interactions Infant/Toddler Pre-k HSELOF Training: Language and Literacy Development Cognition Environments and Environmental Rating Scales Responsiveness to dual language learners CLASS: Facilitated Exploration Engaged Support for Learning Instructional Support Classroom Management My Teachstone ChildPlus Mobile

Objective	Persons Responsible	Timelines	Supporting Documents	Action Steps Training and Resources
Family Engagement Support parents in developing skills, attitudes, and behaviors that support and promote School Readiness practices in the home, continuing to promote parents as lifelong educators.	Family Engagement Inclusion Manager Family Engagement Specialists Program Governance Coordinator Site Supervisors Family Service Workers Home Based Educators	August 2021	Very Important Parent (VIP) meetings Ready Rosie Workshops Parent Training & Workshops Pre/Post Parent Surveys	Very Important Parent (VIP) Meetings Regional Parent Committee Meetings Parents Trainings & Workshops to identify how literacy activities support School Readiness Goals.
Health & Nutrition Support parents by promoting awareness of the importance of on-going hearing, vision, and dental checkups for children to develop sounds, speech recognition, and the use of language. Support parents by introducing healthy diverse cultural foods to their children through menus, meals, activities, and literature. Encourage children to taste various texture foods and to learn words that describe what they are and how they taste. Train all staff and parents on infectious diseases and prevention practices, First Aid, and Safety Practices, by providing research-based information and updates as necessary through parent meetings and staff workshops. Introduce a new sanitizing method into the sites to improved cleanliness and reduce communicable diseases.	CAS- Health Family Service Workers Site Supervisors Teaching Staff CAS-Nutrition Central Kitchen Staff Family Service Workers Site Supervisors Teaching Staff	August 2021 August 2021 Quarterly Meetings July 2022	Hearing, Vision and Dental ChildPlus Data Very Important Parent (VIP) Meeting/training sign in/out forms Parent Handbook Reminder Letters Nutritional Experiences Nutritional Advisory Committee Meetings Very Important Parent (VIP) Presentations Supporting Special Diets COVID-19 PowerPoint Bioesque Disinfectant	Very Important Parent (VIP) Meeting handouts CHDP Periodicity Schedule for Health Assessment Requirements by Age Groups Child Plus-Health Training CHDP Provider List Dental Roster Nutrition Books Nutrition Posters COVID-19 PowerPoint/Victory Electrostatic Sprayer & Bioesque Site Supervisor Development training Family Service Worker Development Training CPR Training

Objectives	Persons Responsible	Timelines	Supporting Documentation	Action Steps Training and Resources
Inclusion & Wellness Support parents and teaching staff by training and implementing the Screening Ages and Stages Questionnaires (*ASQ-3 & ASQ: SE-2*) to help identify children at risk for developmental/language delay which should be referred for further assessments by LEA. ASQ-3 *& ASQ: SE-2* will be used to identify children who are on schedule and children who do not meet the referral criteria, but scores are in the monitor areas of the ASQ-3 *& ASQ: SE-2*. Family Wellness will strengthen relationships between teacher and parent by implementing strategies to enhance/support social and emotional development for children with challenging behaviors.	Inclusion Specialists Family Service Workers Site Supervisors Teaching Staff CAS-Family Wellness Family Service Workers Site Supervisors Teaching Staff	August 2021 August 2021- July 2022	ASQ-3 Questionnaire Implement Teaching Pyramid ASQ-: SE-2 Questionnaire Teacher Support Planning Sheet Family Wellness Screening Behavior Incident Report (BIR)-ADD	ASQ-3 & ASQ:SE-2 Trainings Using Visuals in the Classroom Training-ADD Using the Solution Kit Training-ADD Onsite/Offsite Teacher Support Very Important Parent (VIP) Meetings ASQs Presentations Intra-agency Referral Wellness Survival Kit implementation Pyramid Model Positive Behavior Support Training Behavior Incident Report (BIR) Training ADD Feelings & Emotions Training-ADD Teacher Support Planning Sheet Training - ADD Trauma Informed Care
Data Analysis Data Analyst will support the Education Program Goals by providing detailed, aggregated DRDP reports at the Domain and Measure level. In addition to current support methods, the Data Analyst will provide ELD specific program reports, as well as IEP/IFSP DRDP program reports three times per year.	Data Analyst	December 2021 March 2022 May 2022	Child reports Group reports Administration reports Child Plus	How to enter DRDP into Child Plus Download reports from Child Plus.

Resources:	*Data Aggregation:*
• Head Start Early Learning Outcomes Framework • California Infant/Toddler Learning & Development Foundations • California Infant/Toddler Curriculum Framework • California Preschool Curriculum Framework • California Preschool Learning Foundations • Parent, Family and Community Engagement Framework • Early Head Start/Head Start School Readiness Goals • Pyramid Model Positive Behavior Support • MyTeachstone	• DRDP (2015) A Developmental Continuum from Early Infancy to Kindergarten Entry • CLASS • ITERS/ECERS • HOVRS • My Teachstone • Curriculum Fidelity

Professional Development:		
Training Opportunities	Onsite Coaching Opportunities	Printed Materials
• California's Early Learning Development Systems. • DRDP (2015) • CLASS • ITERS/ECERS • Creative Curriculum Systems and Fidelity • Partners for Healthy Babies • Program for Infant/Toddlers Care • Pyramid Model Positive Behavior Support • MMCI	• Educational Webinars • Practice Based Coaching • CLASS • MMCI • ITERS/ECERS • Curriculum Fidelity • My Teachstone	• Management Bulletins • School Readiness Goals • School Readiness Timelines • CLASS tips



	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

The following representatives analyzed, planned, reviewed, and shared their recommendations for the development of the Early Head Start & Head Start School Readiness Goals:

Administration Team for Head Start and State Child Development Division:
Director: Yolanda Gonzales Assistant Director of Program: Jerry Meade Assistant Director of Education: Leslie Mitchell Finance Manager: Heather McCarley Education and Support Services Administrator: Carolyn Coffey Program Administrator: Letisha Brooks Quality Assurance Administrator: Sylvia Ortega Home Based and Partnership Administrator: Esperanza Contreras

Data Analyst
Chase Rangel

Program Governance Coordinator:
Lisa Gonzales

Early Childhood Specialist, California TTA Center
Mavy Moreno

Program Managers:
MaryAnn Mooney, Luz Adams, Rosa Del Toro, Janey Felsoci

Education Team:
Education Manager: Amanda Espitia Curriculum Specialist: Cynthia Rodriguez Mentor Coaches: Melissa DeWitt, Pamala Roberts, Regina Hines, Tomasa Jara, Alicia Gamino, Rachel Leckkirk, Teresa Lara, Vanessa Vigilant, Diana Montoya

Content Area Specialists: Inclusion, Nutrition, Health, Wellness, Family Engagement
Health and Nutrition Manager: Alan Rodriguez Family Engagement and Inclusion Manager: Maria Guadian Content Area Specialists-Health: Laura Gonzalez, Paulino Cruz, Rayjean Stone, Angel Perez Content Area Specialists-Inclusion: Delores Patricio, Shirley Park, Susie Martinez, Kariana Sotelo Content Area Specialists-Wellness: Andralette Wilson, Joni Barlow, Edna Quinones Content Area Specialists-Nutrition: Lupe Villasana, Desiree Jackson, Roxanne Harris, Janey Felsoci Content Area Specialists- Family Engagement: Priscilla Hicks, Leah Green, Claudia Sanchez, Stephanie Teodosio

Community Action Partnership of Kern- San Joaquin Early Head Start Child Development Division
San Joaquin Assistant Director: Gloria Barbero Education Manager: Rashi Strother Inclusion/Wellness Coordinator: Denise Cooper Content Area Specialist-Nutrition: Valerie Caffese Content Area Specialist-Health: Maria (Maridel) Pinano Family Engagement Specialist/Home Based Supervisor: Nicole Nino Mentor Coach: Nelly Mendoza

Partnership and Home Based:
Partnership Program Manager: Rosita Curry Partnership Program Coordinator: Nicole Callahan Home Based Supervisor: Mary Lopez

Policy Council Executive Board:
Chairperson: Andrea Martinez (East California Child Development Center)

Vice- Chairperson: Laura Gonzales (Harvey Hall Child Development Center) Secretary: Agueda Hernandez (California City Child Development Center) Treasurer: Ashley McAllister (Pete Parra Child Development Center) Parliamentarian: Kaylonie Howard (Home Based) Community Representative: Nila Hogan Community Representative: Nicole Cabe
Policy Council School Readiness Sub-Committee:
Chairperson: Agueda Hernandez (California City Child Development Center) Policy Council Members: Rosalinda Valencia (SJC Walnut), Laura Gonzales (Harvey Hall Child Development Center), Teresa Fajardo (Home Based), Brittany Dunbar (Rosamond).