

Developmental Domain

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

Number	Measure & Definition	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
1 (ATL-REG)	Curiosity and Initiative in Learning Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	Explores through simple observations, comparisons, or asking simple questions	Explores by engaging in specific observations, manipulations, or by asking specific questions	Carries out simple investigations using familiar materials, tools, or sources of information	Carries out simple investigations using a variety of strategies, tools, or sources of information	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results
2 (ATL-REG)	Self-Control of Feelings and Behavior Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	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 to a friend) to regulate own feelings or behaviors	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively to the results	Uses mental strategies (e.g., changing goals, reapplying the situation) to manage emotions, with some success
3 (ATL-REG)	Engagement and Persistence Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult	Continues self-selected activities with adult support, even through interest waning or 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	Focuses on about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions	Pursues simple multi-step activities, following the steps through to completion	Completes complex multi-step activities, making and adjusting plans as needed
4 (ATL-REG)	Shared Use of Space and Materials Child develops the capacity to share the use of space and materials with others	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	Shows concern about everyone being treated fairly in collaborative activities with others	Engages in sustained collaborative activities that involve mutual assistance

Developmental Domain

Social and Emotional Development (SED)

Number	Measure & Definition	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
1 (SED)	Identity of Self in Relation to Others Child shows increasing awareness of self as distinct from and also related to others	Expresses simple ideas about self and connection to others	Describes self or others based on physical characteristics	Describes own preferences or feelings Describes the feelings or desires of family members, friends, or other familiar people	Compares own preferences or feelings to those of others	Describes and compares self and others using personal characteristics	Identifies and evaluates strengths and weaknesses by comparing self with others
2 (SED)	Social and Emotional Understanding Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics	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 feeling	Communicates ideas about how one's and another's personality affects how one thinks, feels, and acts	Compares people's personal traits and demonstrates consideration for the thoughts or feelings of others	Uses understanding of another's personality traits to explain and predict their behavior
3 (SED)	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	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 idea or explanation 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	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adult's goals through words or actions	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior
4 (SED)	Relationships and Social Interactions with Peers Child shows increasingly competent and cooperative interactions with peers and develops friendships with several peers	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, including play with friends	Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)	Explains own feelings, thoughts, and opinions to other children
5 (SED)	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	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	Adapts pretend play activity as it proceeds, taking into consideration the idea, interests, and preferences of other children in the play group	Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line

Developmental Domain

Language and Literacy Development (LLD)

Number	Measure & Definition	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
1 (LLD)	Understanding of Language (Receptive) Child understands increasingly complex communication and language	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	Shows understanding that language can be used to express different intentions and demonstrates understanding of word play, jokes, and riddles	Demonstrates understanding of common figurative language such as idioms, metaphors, and similes
2 (LLD)	Responsiveness to Language Child understands and responds to increasingly complex directions and requests	Responds to one-step requests or questions involving an action that will happen right away	Carries out one-step requests that relate to a new or unfamiliar activity or situation	Carries out multi-step requests that involve a familiar activity or routine	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept	Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions or rules of a new or unfamiliar activity (e.g., a game)	Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)
3 (LLD)	Communication and Use of Language (Expressive) Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences	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	Uses much of the grammar of adult-like speech, sometimes with grammatical errors and adapts own speech to the level of the listener	Uses most of the grammar of adult-like speech and converses about a broad range of abstract ideas and concepts
4 (LLD)	Reciprocal Communication and Conversation Child engages in back and forth communication that develops into increasingly extended conversations	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, contributing clarifying comments or building on the problem solving, or understanding ideas	Builds on both concrete and abstract ideas of others during extended conversations	Seeks additional information during extended conversations in order to understand and build on the ideas of others and displays appropriate turn taking and social conventions of conversation
5 (LLD)	Interest in Literacy Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways	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	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests	Engages in independent and shared book reading and uses text to research topics of interest; and Participates in adult-led discussions exploring literacy
6 (LLD)	Comprehension of Age-Appropriate Text Child shows increasing understanding of details and ideas from age-appropriate text presented by adults	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	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	Demonstrates an understanding of detailed informational and narrative text by asking and answering questions to monitor own comprehension
7 (LLD)	Concepts About Print Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning	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	Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information	Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation
8 (LLD)	Phonological Awareness Child shows awareness of the sounds that make up language, including the segmentation of sound in words and recognition of word rhyming and alliteration	Engages or plays 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	Matches initial and final sounds of words; and Segments and blends initial and final phonemes of words	Isolates the initial sound, middle word, and final sound in three-phoneme (consonant-vowel-consonant) words
9 (LLD)	Letter and Word Knowledge Child shows increasing awareness of symbols and letters, that letter make up words, and eventually that letters have sounds	Demonstrates awareness of a few letters in the environment	Identifies some letters by name	Identifies two or more letters (not necessarily at the same time), and Shows understanding that letters make up words	Identifies most upper-case letters and most lowercase letters (not necessarily at the same time); and Shows understanding that letters correspond to sounds in words	Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and vowels and identifies frequently-used words (e.g., the, of, is, you, she, my)	Assembles or splits apart words to make new words; and Identifies both short vowel sounds and long vowel sounds for most words
10 (LLD)	Emerging Writing Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning	Makes scribble marks or simple drawings that represent people, things, or events	Writes letter-like shapes or a few letters to represent own name or words	Writes own name, but may make errors	Writes several words or a few simple phrases, but may make errors	Writes and composes simple sentences to communicate ideas to others	Writes and composes brief paragraphs that describe an experience (e.g., fictional autobiographical) or that provide information about people, things, places, or events

Developmental Domain

English-Language Development (ELD)

Number	Measure & Definition	Discovering English	Exploring English	Developing English	Building English	Integrating English
1 (ELD)	Comprehension of English (Receptive English) Child shows increasing progress toward fluency in understanding English	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
2 (ELD)	Self-Expression in English (Expressive English) Child shows increasing progress toward fluency in speaking English	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)
3 (ELD)	Understanding and Response to English Literacy Activities Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English	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 simple words and short phrases in English (often uses actions; may mix English with home language) to communicate understanding about a book, story, song, or poem told or read in English	Uses words and phrases in English (sometimes uses actions; may mix English with home language) to communicate understanding about key ideas of a book, story, song, or poem told or read in English	Uses elaborated English phrases with a variety of vocabulary and grammatical structures (may mix English with home language) to communicate understanding of the content of a book, story, song, or poem
4 (ELD)	Symbol, Letter, and Print Knowledge in English Child shows an increasing understanding that print in English carries meaning	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

Developmental Domain

Language and Literacy Development in Spanish (SPAN)

Number	Measure & Definition	Discovering Spanish	Exploring Spanish	Developing Spanish	Building Spanish	Integrating Spanish
1 (SPAN)	Language Comprehension in Spanish (Receptive) Child shows understanding of vocabulary and language structures in Spanish that give coherence and meaning to the child's world	Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in Spanish)	Attends to interactions in Spanish and sometimes participates in activities conducted in Spanish; and Shows understanding of a few common Spanish words in familiar contexts or routines	Shows understanding of some common words and phrases in Spanish during interactions and activities conducted in Spanish, occasionally with support of home language, nonverbal cues, or both	Shows understanding of many words, phrases, and concepts in Spanish during interactions and activities conducted in Spanish, occasionally with support of home language, nonverbal cues, or both	Shows understanding of most information and concepts communicated in Spanish for both instructional and social purposes
2 (SPAN)	Language Production in Spanish (Expressive) Child uses increasingly complex oral language in Spanish to communicate	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 Spanish	Communicates in Spanish, using single words and common phrases (may mix Spanish with home language)	Communicates in Spanish, using sentences that may be incomplete (may contain grammatical errors and may mix Spanish with home language)	Communicates in Spanish, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix Spanish with home language)
3 (SPAN)	Phonological Awareness in Spanish Child increasingly develops knowledge of sounds in Spanish	Participates in literacy activities in home language; and Attends to simple literacy activities in Spanish with some support	Uses home language, gestures, or single words in Spanish to show understanding of literacy activities in Spanish	Uses frequently used words and short phrases in Spanish (often uses actions; may mix Spanish with home language) to communicate understanding about a book, story, song, or poem told, read, or sung in Spanish (often uses actions; may mix Spanish with home language)	Uses a variety of words and phrases in Spanish to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in Spanish (uses actions; may mix Spanish with home language)	Uses elaborated Spanish phrases with a variety of vocabulary and grammatical structures (may mix Spanish with home language) to communicate understanding of the content of a book, story, song, or poem
4 (SPAN)	Emergent Writing in Spanish Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning	Demonstrates awareness that symbols carry meaning or that print in home language carries meaning	Demonstrates awareness that print in Spanish carries meaning	Demonstrates understanding that Spanish print consists of distinct letters with names in Spanish	Identifies several English letters and Recognizes own name in Spanish print	Identifies at least ten Spanish letters and Identifies a few printed words frequently used in Spanish

Developmental Domain

Cognition: Math (COG:MATH)

Number	Measure & Definition	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
1 (COG:MATH)	Classification Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes	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	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups	Sorts objects to gather and organize information, compares the groups and identifies, and interprets the information
2 (COG:MATH)	Number Sense of Quantity Child shows developing understanding of number and 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 of the last number counted to the total number of objects in the group	Before simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20	Recites numbers in order up to 100 in ones and by tens, starting at any given number, and counts to at least 20 objects correctly using one-to-one correspondence; and Demonstrates understanding that ten numbers are composed of ten and additional ones (10+10); and Reads and writes numerals 0 to 20	Counts beyond 100, starting at any given number; and Demonstrates understanding that ten-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100
3 (COG:MATH)	Number Sense of Math Operations Child shows increasing ability to add and subtract small quantities of objects	Attends to or explores changes in numbers of objects	Identifies the new number of objects after one object is added to be 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	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (e.g., 7=3+2, 7=6+1)	Represents and solves addition and subtraction problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction
4 (COG:MATH)	Measurement Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties	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 difference 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 nonstandard units (e.g., footsteps, blocks)	Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units	Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units
5 (COG:MATH)	Patterning Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity	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)	Identifies smallest repeating unit of the pattern; and Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)	Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions
6 (COG:MATH)	Shapes Child shows an increasing knowledge of shapes and their characteristics	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	Names, describes and compares a variety of two-dimensional shapes in different sizes and orientations (including length and hexagon), and some three-dimensional shapes (e.g., cylinder, cube)	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes

Developmental Domain

Cognition: Science (COG:SCI)

Number	Measure & Definition	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
1 (COG:SCI)	Cause and Effect Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect	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	Shows understanding that effects may arise from causes that are not easily perceived or that actions can cause an effect that causes another effect	Conducts investigations to gather evidence to support ideas about causes of observable events
2 (COG:SCI)	Inquiry Through Observation and Investigation Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them	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	Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest	Uses information from resources (e.g., print or digital) to expand on observations and investigations to answer specific questions of interest on scientific topics	Conducts systematic observations and investigations to collect data that provide evidence to answer specific questions on scientific topics
3 (COG:SCI)	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	Communicates similarities or differences in the characteristics of objects	Records information in simple ways (e.g., drawings, words dictated to an adult) about observations or investigations	Includes details when recording observations or investigations	Participates in recording detailed information by talking, charting, simple graphing, or making complex drawings; Communicates about findings, related ideas, or simple explanations	Identifies patterns by summarizing recorded data (e.g., tables, charts, simple graphs) in order to describe detailed findings to others	Constructs thoughtful explanations based on recorded evidence and communicates explanations to others
4 (COG:SCI)	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	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	Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things	Demonstrates knowledge of what living things (plants, animals, and humans) need to survive; and Demonstrates an awareness of the relationship between what living things need to survive and where they live	Demonstrates knowledge of patterns that can be predicted in living things (e.g., life cycle similarities between plants and animals and their offspring) and in the natural environment (e.g., seasonal changes; movement of objects in the sky)

Developmental Domain

Physical Development (PD)

Number	Measure & Definition	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
1 (PD)	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	Tries different ways to coordinate movements of large or small body parts	Adjusts aspects of movement (e.g., effort, spatial, directional) in own relation to people and objects in familiar spaces	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) in own relation to people and objects in familiar spaces	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces	Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements	Adjusts movement of body in time and space to meet the requirements of structured physical activity activities, including games and dance
2 (PD)	Gross Locomotor Movement Skills Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)	Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground	Coordinates and controls individual locomotor movements, with some success	Combines and coordinates two or more locomotor movements together in effective ways, with some success	Combines a variety of locomotor movements and moves effectively across a range of activities	Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)	Applies a variety of locomotor skills with manipulative and stability skills to organized games and dance activities
3 (PD)	Gross Motor Manipulative Skills Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)	Manipulates objects, using one or more body parts, with stability but limited coordination	Uses two or more movements sequentially to manipulate objects, sometimes passing 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	Combines a variety of manipulative skills with locomotor and stability skills in physical activities with refined coordination (with control, flexibility, speed, rhythm)	Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities
4 (PD)	Fine Motor Manipulative Skills Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	Manipulates objects with both hands during 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	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects	Performs a variety of tasks with sequential steps that require precision of the hand while manipulating or repositioning small objects that hand

Developmental Domain

Health (HLTH)

Number	Measure & Definition	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
1 (HLTH)	Safety Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities	Follows basic safety practices, with close adult supervision	Follows basic safety practices on own in familiar environments, with occasional adult reminders	Follows basic safety practices on own in familiar and novel situations	Communicates an understanding of some safety practices to others	Identifies potentially unsafe situations and communicates the need to be safe to others	Identifies potentially unsafe situations and communicates detailed strategies for staying safe to others
2 (HLTH)	Personal Care Routines Child increasingly responds to and initiates personal care routines that support hygiene	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 on own all personal care routines; and Demonstrates to others how to carry out their own personal care routines	Demonstrates a general understanding about why personal care routines are important for health	Communicates detailed explanations about why personal care routines are important for health
3 (HLTH)	Active Physical Activity Child engages in physical activities with increasing endurance and intensity	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	Participates in moderate physical activity on own and with others, increasing endurance while coordinating of motor skills; and Communicates a basic understanding that physical activity promotes health	Participates in vigorous physical activity on own and with others, increasing endurance while refining the coordination of motor skills; and Communicates an explanation of health benefits gained from physical activity
4 (HLTH)	Nutrition Child demonstrates increasing knowledge about nutrition and healthful food choices	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	Communicates details about the healthfulness of specific foods or why eating healthful foods is important	Communicates basic understanding about the importance of eating a balanced diet; and Relates nutrients to healthful development
5 (HLTH)	Knowledge of Wellness Child shows and communicates increasing knowledge of the body and ways to take care of it	Identifies different body parts	Demonstrates basic understanding about the body's need for care	Expresses ideas about actions that help a person get better when sick or injured and some actions that make the body healthy	Communicates basic understanding about internal body parts and their functions or demonstrates curiosity about how behaviors make the body healthy	Communicates understanding about the causes of health and illness or about the roles adults play in maintaining and promoting children's health	Communicates detailed understanding about the causes of health and illness as it relates to internal body parts and functions

Developmental Domain

History-Social Science (HSS)

Number	Measure & Definition	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
1 (HSS)	Sense of Time Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity	Communicates about or acts out events that just happened; and Asks about activities that will happen	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	Anticipates events in the weekly schedule; or Describes the way things were in one's past; or Predicts future events related to personal experience; or Describes age differences among people (such as family members)	Distinguishes the sequence of events that occurred in the past few weeks or months or events that will occur in the next few weeks or months, but has difficulty sequencing events in the distant past or distant future
2 (HSS)	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	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; and Identifies locations, including details about those locations	Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics of people associated with them	Compares details about social and physical characteristics of home community with how people live elsewhere; or demonstrates understanding of both obvious and less apparent	Uses simple maps and globes with adult assistance; and Draws maps to represent familiar environments
3 (HSS)	Ecology Child develops an awareness of and concern for the natural world and human influences on it	Demonstrates simple understanding that people depend on the basic needs of plants and animals (e.g., water and feeding)	Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cats 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 are animals, climate change, clean air, clean water)	Shows information about natural environments (e.g., the Arctic, tropical climates, rainforests) and natural phenomena (e.g., floods, tornadoes, earthquakes)	Communicates about possible solutions and choices that humans can make to the natural environment (