

DRDP-K (2015)

Comprehensive View

For use with kindergarten children



California Department of Education
Sacramento, 2015

Rating Record

Child: _____ Date of assessment: _____ Assessor: _____
 Classroom: _____ District/Agency: _____ School or Site: _____

Note: The Rating Record is meant to be used together with the DRDP(2015)-K Instrument for keeping track of each child's developmental levels as you complete the study.




Instructions: Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a particular Measure, check UR (unable to rate) and circle the reason why you are unable to rate this Measure (absence or other).

	 DOMAIN: Approaches to Learning--Self-Regulation (ATL-REG)	Building			Integrating			Emergent	In the rare circumstance that you are unable to rate a measure:	
		Earlier	Middle	Later	Earlier	Middle	Later	EM	UR	Reason
1	Curiosity and Initiative in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
2	Self-Control of Feelings and Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
3	Engagement and Persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
4	Shared Use of Space and Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
	 DOMAIN: Social and Emotional Development (SED)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Identity of Self in Relation to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
2	Social and Emotional Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
3	Relationships and Social Interactions with Familiar Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
4	Relationships and Social Interactions with Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
5	Symbolic and Sociodramatic Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
	 DOMAIN: Language and Literacy (LLD)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Understanding of Language (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
2	Responsiveness to Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
3	Communication and Use of Language (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
4	Reciprocal Communication and Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
5	Interest in Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
6	Comprehension of Age-Appropriate Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
7	Concepts About Print	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
8	Phonological Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
9	Letter and Word Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
10	Emergent Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other

Child: _____

 DOMAIN: English Language Development (ELD)		Discovering English	Exploring English	Developing English	Building English	Integrating English			EM	UR	Reason
1	Comprehension of English (Receptive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Self-Expression in English (Expressive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Understanding and Response to English Literacy Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Symbol, Letter, and Print Knowledge in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="checkbox"/>	<input type="checkbox"/>	absence other
 DOMAIN: Cognition, Including Math and Science (COG:MATH)		Building			Integrating			EM	UR	Reason	
		Earlier	Middle	Later	Earlier	Middle	Later				
1	Classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
2	Number Sense of Quantity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
3	Number Sense of Math Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
4	Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
5	Patterning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
6	Shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
 DOMAIN: Cognition, Including Math and Science (COG:SCI)		Building			Integrating			EM	UR	Reason	
		Earlier	Middle	Later	Earlier	Middle	Later				
7	Cause and Effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
8	Inquiry Through Observation and Investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
9	Documentation and Communication of Inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
10	Knowledge of the Natural World	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
 DOMAIN: Physical Development (PD)		Building			Integrating			EM	UR	Reason	
		Earlier	Middle	Later	Earlier	Middle	Later				
1	Perceptual-Motor Skills and Movement Concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
2	Gross Locomotor Movement Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
3	Gross Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
4	Fine Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	

Child: _____

	 DOMAIN: Health (HLTH)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
2	Personal Care Routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
3	Active Physical Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
4	Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
5	Knowledge of Wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
	 DOMAIN: History-Social Science (HSS)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Sense of Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
2	Sense of Place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
3	Ecology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
4	Conflict Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
5	Responsible Conduct as a Group Member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
	 DOMAIN: Visual and Performing Arts (VPA)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Visual Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
2	Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
3	Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
4	Dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other

Additional Measures for Spanish Immersion/Bilingual Classrooms

	DOMAIN: Language and Literacy Development in Spanish (SPAN)	Discovering Spanish	Exploring Spanish	Developing Spanish	Building Spanish	Integrating Spanish	EM	UR	Reason
1	Language Comprehension in Spanish (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
2	Language Production in Spanish (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
3	Phonological Awareness in Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other
4	Emergent Writing in Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	absence other

ATL-REG 1: 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:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Explores through simple observations, or manipulations, or asking simple questions</p> <p>Possible Examples</p> <ul style="list-style-type: none"> ▶ 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 the compact disc player in the listening center. 	<p>Explores by engaging in specific observations, manipulations, or by asking specific questions</p> <ul style="list-style-type: none"> ▶ 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. 	<p>Carries out simple investigations using familiar strategies, tools, or sources of information</p> <ul style="list-style-type: none"> ▶ 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. ▶ Changes the compact disc to listen to a new story. ▶ Uses a communication device to learn about the new pet guinea pig. 	<p>Carries out multi-step investigations, using a variety of strategies, tools, or sources of information</p> <ul style="list-style-type: none"> ▶ 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. 	<p>Carries out experiments with things or materials, by systematically modifying actions and reacting to the results</p> <ul style="list-style-type: none"> ▶ Makes a wooden block ramp steeper and steeper and runs a small metal car down it each time to find out what happens. ▶ Adds blue paint to a saucer of yellow paint a few drops at a time, stirring after each addition, to see how the green color changes. ▶ Kicks a ball into a play soccer goal repeatedly, placing the ball farther away (and at different angles) before each kick. ▶ Watches a cup of snow to see how long it takes to melt. 	<p>Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions</p> <ul style="list-style-type: none"> ▶ Communicates, "But that's different from what my daddy told me," and asks why, after hearing an adult's response to a question about why plants are green. ▶ Sets up a ramp to experiment with whether it is true that objects roll down steeper ramps more quickly, after a peer shows that objects roll down steeper ramps more quickly than shallow ramps. ▶ Gathers information from books and the internet to create an environment for the classroom butterflies. ▶ Creates a model of a bridge, consulting pictures of bridges, talking with an adult and experimenting with creating a bridge across a divide.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

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:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Expresses simple ideas about self and connection to others</p>	<p>Describes self or others based on physical characteristics</p>	<p>Describes own preferences or feelings; <i>and</i> Describes the feelings or desires of family members, friends, or other familiar people</p>	<p>Compares own preferences or feelings to those of others</p>	<p>Describes and compares self and others using personality characteristics</p>	<p>Identifies and evaluates strengths and weaknesses by comparing self with others</p>
<p>Possible Examples</p>					
<ul style="list-style-type: none"> ▶ 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." 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ 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, "I don't want to touch the caterpillar. It scares me." 	<ul style="list-style-type: none"> ▶ Selects a pink crayon for a friend whose favorite color is pink, then selects a blue crayon for self. ▶ Communicates to a peer that they both like peanut butter and jelly sandwiches. ▶ Communicates, "I love to swim, but my sister doesn't." 	<ul style="list-style-type: none"> ▶ Tells her grandma, "I'm a good friend in school because I share the markers," at the end of the day when she comes to pick her up. ▶ Communicates, "I like to be first to the door, but Michael doesn't care about being first." ▶ Communicates, "I'm shy." ▶ Communicates to a peer, "I like to talk to my friends when I get to school, and Brianna likes to read books when she gets to school." 	<ul style="list-style-type: none"> ▶ Communicates to a peer, "I'm great at math, but I'm not so good at reading," after an adult explains they will do a reading activity next. ▶ Moves to the back of a group of children when an adult asks, "Who knows how to use the microscope?" ▶ Communicates, "I think he likes her better than me."

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language



Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Shows understanding of a wide variety of phrases or sentences</p>	<p>Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities</p>	<p>Shows understanding of language that refers to abstract concepts, including imaginary events</p>	<p>Shows understanding of a series of complex statements that explain how or why things happen</p>	<p>Shows understanding that language can be used to express different intentions;</p> <p><i>and</i></p> <p>Demonstrates understanding of word play, jokes, and riddles</p>	<p>Demonstrates understanding of common figurative language such as idioms, metaphors, and similes</p>
<p>Possible Examples</p>					
<ul style="list-style-type: none"> ▶ Offers to help after an adult communicates, "Would you like to help me carry these counters to the table?" ▶ 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?" 	<ul style="list-style-type: none"> ▶ 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 pictures of a parrot, an owl, and an eagle as an adult says the name of each bird. 	<ul style="list-style-type: none"> ▶ Communicates, "I'm going to be a princess someday and live in a castle," while playing with costumes. ▶ Pretends to be a character in a story after a read-aloud of the story. ▶ Contributes ideas during a classroom activity about what grown-ups do while at work. 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ Communicates, "It must have been an accident," when another child says, "I didn't mean to break the vase." ▶ Communicates, "No way," when adult says dramatically, "It's so cold I think my nose will fall off." ▶ Laughs when peer communicates, "Why did the cookie go to the doctor? Because it felt crummy." 	<ul style="list-style-type: none"> ▶ Looks outside at the rain storm when an adult says, "It's raining cats and dogs." ▶ Nods and places hand on friend's shoulder when the friend communicates, "I couldn't remember what to say, I got cold feet," after a school play. ▶ Responds about an art project with peers, "We worked all morning," after adult says, "You are as busy as bees!"

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

ELD 1: Comprehension of English (Receptive English)

Child is progressing toward fluency in understanding English

Conditional Measure

This measure is not rated: English is the only language spoken in this child's home



Mark the latest developmental level the child has mastered:

Discovering English <input type="radio"/>	Exploring English <input type="radio"/>	Developing English <input type="radio"/>	Building English <input type="radio"/>	Integrating English <input type="radio"/>
<p>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)</p> <p>Possible Examples</p>	<p>Attends to interactions in English and sometimes participates in activities conducted in English;</p> <p><i>and</i></p> <p>Shows understanding of a few common English words in familiar contexts or routines</p>	<p>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</p>	<p>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</p>	<p>Shows understanding of most information and concepts communicated in English for both instructional and social purposes</p>
<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ Pauses to listen to peers speaking English for a short period of time while playing in the sandbox. ▶ Begins to put blocks on a shelf when a peer says in English, "Clean-up time." 	<ul style="list-style-type: none"> ▶ 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]. 	<ul style="list-style-type: none"> ▶ 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." 	<ul style="list-style-type: none"> ▶ Sorts orange and green counting bears 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

COG: MATH 1: 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:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Sorts objects into two groups based on one attribute, but not always accurately</p> <p>Possible Examples</p> <ul style="list-style-type: none"> ▶ 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. 	<p>Sorts objects accurately into two or more groups based on one attribute</p> <ul style="list-style-type: none"> ▶ 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. 	<p>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</p> <ul style="list-style-type: none"> ▶ Sorts buttons by color, and then sorts all of them again by shape or size. ▶ Sorts shoes based on color, and then re-sorts all of them by type (e.g., slippers, boots, tennis shoes). ▶ Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then re-sorts all of them by what is worn on a hot day and what is worn on a cold day. 	<p>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</p> <ul style="list-style-type: none"> ▶ 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). 	<p>Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups</p> <ul style="list-style-type: none"> ▶ Puts pictures of a scarf, hat, and warm jacket together and pictures of a bathing suit, sandals, and bucket together. Communicates, "These three you use in the winter and these three you use in the summer." ▶ Sorts cards with pictures of tools into garden tools, building tools, and kitchen tools, and communicates the type of tools in each group. ▶ Puts a ruler, a magnifying glass, and a balance scale into a storage bin, and scissors, a hole puncher, and construction paper in a basket, and then communicates, "The tools in the storage bin are for the science table and the tools in the basket are for art." 	<p>Sorts objects to gather and organize information, compares the groups of objects, and interprets the information</p> <ul style="list-style-type: none"> ▶ Places a variety of apples into three bowls based on color, counts the number of apples in each bowl and communicates, "The most apples we have are green, then red, then yellow." ▶ Sorts cards used to track the weather during the month and counts the number of cards in each category to report how many sunny, cloudy, and rainy days there were that month. ▶ Organizes the forks and spoons, and communicates, "We have more spoons than forks and more small spoons than large spoons."

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

COG: SCI 1: 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:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
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
Possible Examples					
<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ Gets rocks to hold paper down during an outdoor art activity on a windy day. ▶ Puts hands over ears before someone pops a balloon or makes another type of loud noise. ▶ Covers or shields eyes when an adult is going to turn on a light. ▶ Yells out when observing a toy about to fall from a shelf. 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ 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." 	<ul style="list-style-type: none"> ▶ Communicates, "We need to wash our hands with soap to get rid of the germs so we don't get sick." ▶ Communicates, during lunch, "I eat my whole sandwich because food makes me full of energy, and then I can run really fast." ▶ Reconnects tubes to make the ball come out in the other direction and explains, "When the ball comes out this way it hits the wheel and makes it turn." ▶ Communicates when seeing ducks flying overhead, "The ducks are leaving because it is getting cold and the water they swim in will become ice and they won't have anywhere to swim." 	<ul style="list-style-type: none"> ▶ Uses a ruler to measure how far a marble travels on the ground each time it rolls down a ramp of a different height. ▶ Keeps track of the effect of light on plants by taking daily pictures of one plant placed near a window and a similar plant placed in a shaded area away from the window. ▶ Pushes a ball with varying strength (big, medium, and small force) to knock down pins. Predicts, "A bigger push will make the ball speed up, and then more pins will fall down."

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

PD 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:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Tries different ways to coordinate movements of large or small body parts</p>	<p>Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and object</p>	<p>Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces</p>	<p>Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces</p>	<p>Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements</p>	<p>Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Changes movements when shaking the parachute during gym or recess. ▶ 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. 	<ul style="list-style-type: none"> ▶ 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." 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ Moves in sync with others who are moving in the same direction while dancing or marching. ▶ Stands back-to-back with another child, links arms, then walks forward and backward, coordinating movements together. ▶ Maintains spacing while performing a traditional group folk dance (such as 'circle dosie-do'). ▶ Tries to maintain group spacing when moving together down the field toward an opponent's end during a game. 	<ul style="list-style-type: none"> ▶ Engages in a soccer- type game, maintaining spacing of self in relation to other teammates, and passing ball when another teammate is open. ▶ Places self in a defensive position in relationship to an opponent approaching a basketball net. ▶ Maintains group spacing in a sequenced ribbon dance and moves ribbons in unison with other dancers.

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

HLTH 2: Personal Care Routines

Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them



Mark the latest developmental level the child has mastered:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Carries out parts of personal care routines, with specific adult guidance or some demonstration from adult</p> <p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Puts hands under running water and reaches for soap to wash hands and paper towel to dry hands while looking at the picture sequence showing the steps to washing hands above the sink. ▶ Imitates adult “coughing in elbow” during circle time discussion, but does not contain cough in elbow. ▶ Rubs lotion on arms after watching adult do so. 	<p>Carries out most steps of familiar personal care routines with occasional reminders of when or how to do them</p> <ul style="list-style-type: none"> ▶ Washes hands quickly, forgetting to rub soap between the fingers, and rinses hands leaving some soap on hands, in response to adult instruction to wash hands with soap and water. ▶ Brushes sand off legs after being reminded by adult, but misses a few spots. ▶ Flushes, rinses hands with water but forgets to use soap, and moves away without drying hands, after adult says, “Be sure to flush the toilet before you wash your hands.” 	<p>Initiates and completes on own some familiar personal care routines</p> <ul style="list-style-type: none"> ▶ Follows all steps for washing hands while following picture prompts posted on the wall. ▶ Coughs and sneezes “in elbow” as a consistent habit and retrieves a tissue if needed, when playing in the classroom or outside on the playground. ▶ Brushes teeth after meals as part of group and includes all steps with reminders from adult. 	<p>Initiates and completes on own all personal care routines;</p> <p><i>and</i></p> <p>Demonstrates to others how to carry out their own personal care routines</p> <ul style="list-style-type: none"> ▶ Shows a peer how to wash hands, including using soap, washing between fingers, and rinsing. ▶ Places dirty spoon in dirty-dish bin and takes a new spoon after dropping spoon on the floor during mealtime. ▶ Places hat on head, puts shoes on, and asks adult to apply sunscreen before playing outside. ▶ Brings a tissue to a peer who has a runny nose. 	<p>Demonstrates a general understanding about why personal care routines are important for health</p> <ul style="list-style-type: none"> ▶ Points to a spot on her elbow where sunscreen was not applied and indicates that the adult should put more sunscreen on her arm, before going outside. ▶ Communicates, “I need to wash my finger and put a bandage on it,” after cutting his finger during outdoor play. ▶ While washing hands child communicates to another child, “You have to wash your hands to get the germs off.” ▶ Communicates, “It’s important to take naps to rest your body.” 	<p>Communicates detailed explanations about why personal care routines are important for health</p> <ul style="list-style-type: none"> ▶ Communicates to a peer, “We need to wear sunscreen and a hat, because otherwise the sun will burn our skin if we stay outside too long.” ▶ Communicates to peer, “Germs are tiny things you can’t see, but they can hurt you, so we need to wash the germs off our hands before we eat.” ▶ Communicates to peer, “I sneeze into my sleeve so the germs don’t get out and make someone else sick.” ▶ Communicates to peer, “I brush and floss my teeth every night so I don’t get cavities from the food I eat, especially candy.”

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

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:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Communicates about or acts out events that just happened;</p> <p><i>and</i></p> <p>Asks about activities that will happen soon</p>	<p>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</p>	<p>Relates past events to one another or to the present;</p> <p><i>and</i></p> <p>Plans for the near future</p>	<p>Distinguishes what happened a long time ago from what happened in the recent past</p> <p><i>or</i></p> <p>Distinguishes what will happen in the near future from what will happen much later</p>	<p>Anticipates events in the weekly schedule,</p> <p><i>or</i></p> <p>describes the way things were in own past,</p> <p><i>or</i></p> <p>predicts future events related to personal experience,</p> <p><i>or</i></p> <p>describes age differences among people (such as family members)</p>	<p>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</p>
<p>Possible Examples</p>					
<ul style="list-style-type: none"> ▶ Communicates about seeing a dog and a squirrel, after coming back from a walk. ▶ Communicates, "Is it time for snack?" when finishing painting. ▶ Communicates to an adult, when coming into a room, "We dug in the dirt and planted seeds." 	<ul style="list-style-type: none"> ▶ Communicates, using a communication board, "We are going to the zoo," when an adult asks where they are going tomorrow. ▶ Communicates to an adult that the firemen came to visit yesterday, even though they actually came two weeks ago. ▶ Holds toy airplane toward the sky to communicate that child is going to fly in an airplane tomorrow. 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ 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, "I'm going to make a card today for my mom's birthday next week." 	<ul style="list-style-type: none"> ▶ Communicates, "Today is Monday, on Wednesday we get to go on a field trip to the fire station." ▶ Communicates, "When I was little, I only crawled, and then I learned to walk, and now I can run fast. Someday, I want to run in a race like my uncle." ▶ Communicates, "Dad and mom go to work because they are grown up. When I'm grown up I'll be a mommy and go to work too." ▶ Communicates, "My big sister is a lot older than me." 	<ul style="list-style-type: none"> ▶ Communicates that her grandmother arrived for a visit last week, after her father repainted the bedroom where her grandmother usually stays. ▶ Communicates, "My cousin will visit during spring break. In the summer we all go camping together." ▶ Asks an adult, "Did cowboys live at the same time as knights and castles?"

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

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:

Building			Integrating		
Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>	Earlier <input type="radio"/>	Middle <input type="radio"/>	Later <input type="radio"/>
<p>Experiments with tools and materials for painting or drawing (two-dimensional) or sculpting or assemblage¹ (three-dimensional), sometimes representing a concrete thing</p>	<p>Creates two-dimensional and three-dimensional representations of things;</p> <p><i>and</i></p> <p>Experiments with detail or color</p>	<p>Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization</p>	<p>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</p>	<p>Creates increasingly complex representations (through drawing or painting and sculpting or assemblage), and explains moods, feelings, actions, or interactions among objects that are represented</p>	<p>Manipulates tools in skillful ways when creating two-dimensional and three-dimensional works in a variety of media (paint, pencil, clay, tissue, etc.);</p> <p><i>and</i></p> <p>Identifies artistic elements (texture, shape, color, shadow, etc.) in nature and the surrounding environment</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ 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). 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> ▶ Draws a wind trail behind a drawing of a person running and communicates, "This swoosh is to show how fast he is running up the mountain." ▶ Draws face illustrating anger by showing tensing of the jaw and furrowing of the brow and states, "He is mad, see how his forehead is wrinkled." ▶ Sculpts with clay a bowl and a separate lid to fit on top explaining, "I made this lid so that the soup stays hot." 	<ul style="list-style-type: none"> ▶ Paints leaves using different brushes and strokes to represent the color, texture, and shape of leaves that had fallen to the ground during a recent walk outdoors. ▶ Combines rolled columns, balls, and flattened shapes using rollers and duct tape to make a clay sculpture that represents a state capitol building. ▶ Communicates, "I'm using various shades of red and yellow pencils for the lighter and darker shades of orange on the pumpkin I'm drawing."

¹ 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.).

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

SPAN 1: 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



Mark the latest developmental level the child has mastered:

Discovering Spanish <input type="radio"/>	Exploring Spanish <input type="radio"/>	Developing Spanish <input type="radio"/>	Building Spanish <input type="radio"/>	Integrating Spanish <input type="radio"/>
<p>Follows simple (one-step) requests in Spanish;</p> <p><i>or</i></p> <p>Demonstrates understanding of simple questions and comments in Spanish in the context of activities and routines</p>	<p>Follows two to three step instructions in Spanish;</p> <p><i>or</i></p> <p>Shows understanding of sentences or phrases in Spanish that communicate two or more ideas in the context of activities and routines</p>	<p>Shows understanding of Spanish language that refers to location of people and objects (e.g., here, there, under, over, next to) and sequences of two events in Spanish (e.g., next, now, then) in the context of activities and routines</p>	<p>Shows understanding that Spanish language can be used to describe sequences of events or relationships between events and people's feelings and intentions</p>	<p>Shows understanding that Spanish words and phrases can have different meanings depending on the context</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Pulls out notebook and pencil box from backpack when teacher says, "Saquen su cuaderno y lápices para empezar a trabajar." ▶ Gestures at the picture of the little bear when teacher holds up a Corduroy book and asks, "¿Dónde está el osito?" ▶ Leaves desk and moves towards dramatic play area when a peer says, "¡Hora de juego libre!" 	<ul style="list-style-type: none"> ▶ Puts a stuffed bunny in the cradle and takes out the baby doll after a peer emphasizes, "Soy un veterinario, no un doctor." ▶ Raises hand when teacher asks, "¿Quién quiere pasar al pizarrón para escribir la respuesta?" ▶ Passes the soccer ball and runs up the field in response to a peer calling out, "¡Pásame la pelota y vete cerca de la portería!" 	<ul style="list-style-type: none"> ▶ Waters potted plant and puts it on the table next to the window after teacher says, "Hoy tenemos que regar nuestras plantas. Rieguen su maceta y pónganla en la mesa junto a la ventana." ▶ Puts in order two cards that represent the beginning and end scenes of a story that was read aloud in Spanish. ▶ Gets plates and places them on the table; then gets forks and spoons and places them on the table, in response to a peer saying, "Bueno, ya va a estar la comida. ¿Puedes poner los platos y luego los cubiertos en la mesa?" 	<ul style="list-style-type: none"> ▶ Describes, "¡Enojados! ¡Asustados!" when teacher asks, "¿Cómo se sienten los osos cuando ven que alguien se comió su comida?" during a discussion about The Three Little Bears. ▶ Shares, "Es un lobo malo," when teacher reads a passage where the wolf suggests to Little Red Riding Hood that she take a different path to get to her grandmother's house. ▶ Shakes head, "¡No!" when teacher asks, "¿Sabe Caperucita que el lobo está en casa de su abuelita?" 	<ul style="list-style-type: none"> ▶ Laughs when teacher reads, "La lista decía, 'Dale la vuelta al perro' y Amelia tomó al perrito con cuidado y le dio la vuelta," from an Amelia Bedelia book. ▶ Moves quickly to her cubby, gathers her belongings and joins her mother at the door in response to her mom saying, "¡Salimos volando, que tenemos que ir al dentista!" ▶ Chooses an apple, setting aside the radish, from a bowl of fruits and vegetables when the teacher says, "¿Qué podemos usar para la ensalada de frutas?"

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence