Child's First Name (Legal):	Student ID:
Child's Last Name (Legal):	Completion Date (MM/DD/YYYY):

Check the adaptations used: ☐ Augmentative or Alternative Communication System   ☐ Alternative Mode for Written Language
☐ Visual Support   ☐ Assistive Equipment or Device   ☐ Functional Positioning   ☐ Sensory Support   ☐ Alternative Response Mode

Desired Results Developmental Profile *access* (DRDP *access*) Rating Booklet

Instructions: Mark the child's **highest** level of mastery for each Measure. Mark "Emerging" if the child is emerging to the next level (optional).
In the rare circumstance that you are unable to rate the Measure, mark "Unable to Rate" and **circle** one of the reasons, absence or other.

Desired Result 1: Children are personally and socially competent

1 Indicator: Self-Concept — SELF1: Identity of Self

8 ☐ Accurately compares self to others
7 ☐ Describes self or others in terms of preferences
6 ☐ Describes self or others in terms of basic physical characteristics
5 ☐ Expresses ideas about self and his or her connection to other people and things
4 ☐ Communicates own name and names of familiar people and things
3 ☐ Recognizes self, familiar people, and familiar things
2 ☐ Uses senses to explore self and others
1 ☐ Attends to adult

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

2 Indicator: Self-Concept — SELF2: Recognition of Own Skills and Accomplishments

8 ☐ Characterizes self positively in terms of generalized ability or skills
7 ☐ Characterizes self positively in terms of specific skills involved in doing a task
6 ☐ Seeks adult's attention ahead of time in order to demonstrate abilities
5 ☐ Characterizes self positively in terms of specific activity that he or she is doing
4 ☐ Shows interest and/or pleasure when someone reacts to own activity or accomplishment
3 ☐ Persists in trying to do things even if faced with difficulty
2 ☐ Shows pleasure while repeating simple actions
1 ☐ Continues simple behavior until needs are met

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

3 Indicator: Self-Concept — SELF3: Self-Expression

8 ☐ Begins to understand that he/she can feel more than one way about something ("mixed or opposite feelings")
7 ☐ Identifies own and other's feelings; understands that own feelings might be different than someone else's
6 ☐ Expresses ways to take care of feelings
5 ☐ Labels own feelings
4 ☐ Asserts self by expressing needs, feelings, or desires through simple actions
3 ☐ Expresses self by repeating actions that have an effect
2 ☐ Responds to people or things in the environment through actions or sounds
1 ☐ Moves or vocalizes

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

4 Indicator: Social and Interpersonal Skills — SOC1: Expressions of Empathy

7 ☐ Shows concern for the future welfare of others
6 ☐ Uses words or actions to demonstrate concern for what others are feeling
5 ☐ Accurately labels own feelings, as well as those of others
4 ☐ Offers to comfort someone showing distress
3 ☐ Shows concern when others are unhappy or upset
2 ☐ Responds based on others' expressions of emotions
1 ☐ Shows awareness of others

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

5 Indicator: Social and Interpersonal Skills — SOC2: Interactions with Adults

5 ☐ Interacts with adult to solve problems, make plans, or communicate about past experiences or new ideas
4 ☐ Interacts with adult in a coordinated way by playing simple games, playing with objects, or fully participating in routines
3 ☐ Tries to participate with adult in parts of simple familiar games, songs, finger plays, or routines by doing one or two actions
2 ☐ Responds and pays attention to adult, and gives cues to adult to interact
1 ☐ Reacts to adult's behavior

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

6 Indicator: Social and Interpersonal Skills — SOC3: Relationships with Familiar Adults

7 ☐ Works cooperatively with adult to plan and organize activities and to solve problems
6 ☐ Relates regularly to familiar adult to share ideas, experiences, feelings, and plans
5 ☐ Seeks familiar adult to get needs met
4 ☐ Seeks to maintain contact with familiar adult through eye contact, vocalizations, or physically
3 ☐ Shows anxiety over separation from familiar adults
2 ☐ Responds to actions or facial expressions of familiar adult
1 ☐ Attends to familiar adult's face and voice

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

7 — Indicator: Social and Interpersonal Skills
SOC4: Developing Friendships

7 ☐ Engages in on-going social games and pretend play with a particular child

6 ☐ Prefers being with a particular child who also expresses preference for him or her

5 ☐ Identifies another child as a friend

4 ☐ Plays with one or two children in group on a regular basis

3 ☐ Shows interest in other children at play

2 ☐ Responds to other children and explores their faces and bodies

1 ☐ Attends to other children's behavior

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

8 — Indicator: Social and Interpersonal Skills
SOC5: Building Cooperative Play with Other Children

7 ☐ Participates in games with rules

6 ☐ Leads or participates in planning cooperative play with other children

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

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

3 ☐ Plays near other children with similar materials, but usually does not interact with them

2 ☐ Responds to other children or their behavior

1 ☐ Attends to other children

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

9 — Indicator: Social and Interpersonal Skills
SOC6: Conflict Negotiation

7 ☐ Suggests simple solutions based on classroom rules

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

5 ☐ Starts to use appropriate words and actions to express own desire and, when needed, seeks adult help to resolve a conflict

4 ☐ Responds to adult guidance in negotiating conflict

3 ☐ Asserts self, using facial expressions, words, or actions in conflict situations, but needs adult to resolve conflict

0 ☐ Not yet

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

10 — Indicator: Social and Interpersonal Skills
SOC7: Awareness of Diversity

7 ☐ Adapts to other's needs (notion of justice and inclusion)

6 ☐ Identifies differences and similarities between self and others

5 ☐ Notices, asks questions or makes comments about people's characteristics or behavior

4 ☐ Explores different ways to put characteristics or actions of others into categories, sometimes incorrectly

3 ☐ Imitates behaviors or actions of familiar people

2 ☐ Notices the difference between familiar and unfamiliar

1 ☐ Attends to people, events, or objects

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

11 — Indicator: Self-Regulation
REG1: Impulse Control

8 ☐ Is increasingly able to use a variety of strategies to regulate own behavior and get needs or wants met in socially appropriate ways

7 ☐ Uses simple routines, follows rules, or takes action ahead of time to cope with not being able to get needs or wants met immediately

6 ☐ Can follow simple social rules and routines to refrain from acting impulsively but sometimes needs adult guidance and support

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

4 ☐ Can cope for a short period of time when needs or wants are not met immediately

3 ☐ Takes immediate action to get needs or wants met without considering impact on others or self

2 ☐ Responds to a specific kind of internal or external stimulation using a variety or behaviors

1 ☐ Reacts to internal and external stimulation with simple behaviors

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

12 — Indicator: Self-Regulation
REG2: Seeking Other's Help to Regulate Self

5 ☐ Requests adult's help ahead of time in order to get needs met

4 ☐ Communicates specific physical or emotional needs to adult

3 ☐ Goes or signals to adult when needing comfort or help

2 ☐ Give simple cues to adult about physical and emotional needs

1 ☐ Reacts to internal and external sensations

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

13 | Indicator: Self-Regulation
REG3: Responsiveness to Other's Support

5 ☐ Uses adult's past guidance to regulate own emotions and behavior in the present

4 ☐ Follows adult's guidance to regulate own emotions and behavior

3 ☐ Regulates self when adult establishes visual or verbal contact, moves close, or offers special comforting object

2 ☐ Attends to adult when comforted

1 ☐ Settles down when comforted by adult

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

14 | Indicator: Self-Regulation
REG4: Self-Comforting

5 ☐ Anticipates need for comfort and prepares self for changes in routine

4 ☐ Chooses to comfort self in one or more ways that fit with the situation

3 ☐ Comforts self by seeking either a familiar person or a special object

2 ☐ Uses simple responses to comfort self

1 ☐ Responds reflexively to aversive stimulation or distress

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

15 | Indicator: Self-Regulation
REG5: Taking Turns

8 ☐ Routinely proposes turn-taking as a solution to conflicts about use of materials and equipment

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

6 ☐ Uses adult-structured turn-taking procedures (including rules and/or cues)

5 ☐ Follows adult's request to wait for turn

4 ☐ Needs adult's direction and support to wait for turn or to give another child a turn

0 ☐ Not yet

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

16 | Indicator: Language
LANG1: Language Comprehension

9 ☐ Comprehends language that describes past or future events and language that describes how and why things happen

8 ☐ Comprehends language that describes abstract concepts such as location or comparison

7 ☐ Comprehends simple pronouns and possessives used to refer to things in the environment

6 ☐ Comprehends the meaning of simple sentences

5 ☐ Comprehends an increasing number of words including words used to refer to things that are not present

4 ☐ Recognizes words that are used frequently in routines to name things or actions

3 ☐ Recognizes a few familiar words that the adult says or a few familiar gestures the adult makes in context

2 ☐ Responds to familiar adult's voice or gestures

1 ☐ Reacts to voices, sounds or gestures

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

17 | Indicator: Language
LANG2: Responsiveness to Language

9 ☐ Carries out a request that has three related steps that are about a new and unfamiliar situation

8 ☐ Carries out three-step instructions that are part of a familiar routine

7 ☐ Carries out requests, comments, or questions that refer to actions that will happen at a later time

6 ☐ Carries out one- and two-step instructions about unfamiliar routines or unrelated events

5 ☐ Carries out instructions about familiar routines

4 ☐ Responds to simple requests, comments, or questions that refer to routines or to the present situation

3 ☐ Responds to a few familiar words or familiar gestures

2 ☐ Responds to familiar adult's voice or gestures

1 ☐ Reacts to voices, sounds or gestures

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

18 | Indicator: Language
LANG3: Expresses Self Through Language

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

8 ☐ Uses increasingly varied and grammatically complex sentences

7 ☐ Uses simple phrases and sentences, applying simple grammatical rules

6 ☐ Combines words into phrases or sentences to express needs, feelings, and interests

5 ☐ Communicates using increasing numbers of two word combinations

4 ☐ Uses an increasing number of simple words to communicate

3 ☐ Has a few word approximations or gestures that communicate

2 ☐ Responds to environment through gestures, sounds, or facial expressions

1 ☐ Makes sounds spontaneously

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

19	Indicator: Language **LANG4: Uses Language in Conversation**

9 ☐ Has extended conversations that include discussions of emotions, ideas, and information obtained from the other person
8 ☐ Maintains conversations about real or imaginary experiences
7 ☐ Uses language appropriately for a variety of purposes
6 ☐ Engages in simple conversations with adult that involve several related ideas
5 ☐ Introduces one or two related ideas in back-and-forth communication with adult
4 ☐ Engages in back-and-forth naming with adult using familiar single words
3 ☐ Engages in back-and-forth communication with adult using vocalizations, gestures, or facial expressions
2 ☐ Responds to adult's voice or facial expressions during interaction
1 ☐ Reacts to sounds or gestures

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

Desired Result 2: Children are effective learners

20	Indicator: Learning **LRN1: Curiosity and Initiative**

8 ☐ Carries out a plan to test a hypothesis, thought, or idea
7 ☐ Uses a variety of strategies to obtain additional information related to activities of interest
6 ☐ Puts materials or objects together in new ways to learn what will result or to create something
5 ☐ Expresses interest in new activities or materials by watching intently or by asking questions
4 ☐ Performs simple actions in the environment to experiment with how things work
3 ☐ Actively explores things in the environment
2 ☐ Notices new people, objects, or sounds
1 ☐ Orients to things in the environment

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

21	Indicator: Learning **LRN2: Attention Maintenance and Persistence**

8 ☐ Continues with long-term activities, returning to them over several days or more
7 ☐ Usually works through difficulties encountered in activities
6 ☐ Continues activities on own even in a distracting environment
5 ☐ Attends to more than one thing at the same time
4 ☐ Maintains attention for a short time
3 ☐ Pays attention to things of interest, but may be easily distracted
2 ☐ Responds in different ways, depending on the situation
1 ☐ Reacts to external events by change in state or attention

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

22	Indicator: Cognitive **COG1: Memory**

8 ☐ Communicates memories about a sequence of related events that happened in the past
7 ☐ Communicates memories about an infrequent event that happened in the past
6 ☐ Communicates one or two key details about familiar people, surroundings, things, or events that were experienced at an earlier time
5 ☐ Actions demonstrate memory of simple routines
4 ☐ Looks for objects or people in familiar places
3 ☐ Shows awareness that familiar people or things still exist when they are not physically present
2 ☐ Attends to people, things, and their features
1 ☐ Orients to auditory, visual, or tactile stimuli

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

23	Indicator: Cognitive **COG2: Cause and Effect**

8 ☐ Makes a prediction on own about what will happen in a new situation (The prediction might not always be accurate, but is based on what he/she knows at the time)
7 ☐ Shows understanding of familiar cause and effect through language or action
6 ☐ Anticipates that a routine action will have a specific result
5 ☐ Experiments with objects or actions in novel ways to find out what will happen
4 ☐ Searches for possible causes of actions, events, or behaviors (physical searching not mental)
3 ☐ Tries out behaviors in own repertoire to cause things to happen
2 ☐ Repeats actions that have an effect
1 ☐ Shows anticipatory excitement

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

24	Indicator: Cognitive **COG3: Engages in Problem-Solving**

8 ☐ Demonstrates or describes alternative strategies for solving problems
7 ☐ Uses familiar objects or actions in a new way to solve problems
6 ☐ Solves problems without trying out every possibility, while avoiding solutions that clearly won't work
5 ☐ Tries a strategy he or she saw someone else use to help solve a problem
4 ☐ Tries to solve simple problems using trial and error
3 ☐ Uses simple strategies to find out about people or things to reach a goal
2 ☐ Explores by trying to make contact with people, parts of self and things
1 ☐ Orients to things in the environment

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

25 Indicator: Cognitive
COG4: Object and Pretend Play

8 ☐ Organizes pretend play around an elaborate idea, negotiating roles and rules with or without props
7 ☐ Organizes pretend play around a simple idea using several different items to represent other items
6 ☐ Pretends an item represents another item or serves a different purpose
5 ☐ Uses miniature objects or toys that represent real-life objects in functional ways
4 ☐ Uses real objects functionally in play
3 ☐ Combines objects in play
2 ☐ Explores objects in different ways
1 ☐ Regards objects briefly

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

26 Indicator: Math
MATH1: Number Sense: Understands Quantity and Counting

8 ☐ Knows that written numerals represent "how many" in a group
7 ☐ Counts up to 10 (or more) items correctly to find out "how many" in a group or to produce a given number
6 ☐ Counts up to 5 objects correctly and knows that the last object counted is the total number of objects
5 ☐ Knows numbers in the correct sequence to 10
4 ☐ Uses the number words "one" through "three" to accurately describe quantity without counting
3 ☐ Knows and uses simple number names in situations appropriate to number or quantity, but not always correctly
2 ☐ Recognizes that there are different amounts of things
1 ☐ Alternates attention between objects for brief periods of time

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

27 Indicator: Math
MATH2: Number Sense: Math Operations

8 ☐ Solves simple addition and subtraction story problems using objects or fingers to represent problems or by mental calculation
7 ☐ Communicates that adding one object or taking away one object changes the number in a group by exactly one
6 ☐ Uses counting of objects to solve simple addition and subtraction problems with at least 5 objects
5 ☐ Solves simple addition and subtraction problems (plus or minus one) with up to 2 or 3 objects
4 ☐ Adds one or more objects to a group to make it bigger and takes away objects to make it smaller
3 ☐ Takes action to obtain more or less
2 ☐ Manipulates objects to change the amount in a group
1 ☐ Actively attends to objects or events in the environment

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

28 Indicator: Math
MATH3: Number Sense: Comparison of Quantity

8 ☐ Can compare and order numbers in the counting sequence up to 5 or more
7 ☐ Counts to compare two groups of five or more objects using words such as "more," "same number," and "fewer/less"
6 ☐ Uses one-to-one correspondence to compare the numbers of objects in two groups
5 ☐ Communicates which of two very small groups (1 to 4 objects) is bigger when the groups differ by one
4 ☐ Communicates which of two groups is bigger when the groups are obviously different in number
3 ☐ Uses one-to-one correspondence to put associated or similar objects together, but not to compare number
2 ☐ Recognizes that groups of objects can have different amounts
1 ☐ Alternates attention between objects for brief periods of time

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

29 Indicator: Math
MATH4: Shapes

8 ☐ Recognizes characteristics and differences of several shapes
7 ☐ Recognizes shapes even when they are presented in new contexts, orientations, or as part of other objects
6 ☐ Identifies and names several shapes in the environment (e.g. circles, squares, triangles)
5 ☐ Recognizes differences among shapes without naming them
4 ☐ Puts objects together in ways consistent with their shapes by trying a variety of solutions
0 ☐ Not yet

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

30 Indicator: Math
MATH5: Time

8 ☐ Connects some events with specific times
7 ☐ Demonstrates understanding of time sequence of events, including events that take place over extended time
6 ☐ Knows that events can be in the past or in the future
5 ☐ Demonstrates understanding of before or after in familiar routines and situations
4 ☐ Anticipates several steps of a familiar routine
3 ☐ Anticipates the next step of a familiar routine based on cues in the environment
2 ☐ Responds to events as they happen
1 ☐ Follows sleep and hunger cycles

☐ Emerging to the next level
☐ Unable to rate, why (circle one):   absence   other

31 — Indicator: Math
MATH6: Classification and Matching

- 8 ☐ Sorts a collection of objects into two or more groups using two features at the same time
- 7 ☐ Sorts a collection of objects into two or more groups based on one feature (such as size), then sorts the collection of objects again using a different feature (such as shape)
- 6 ☐ Sorts a collection of objects into two or more different groups based on a particular feature (such as color)
- 5 ☐ Separates things into a group (or groups) based on a similar feature, but not always correctly
- 4 ☐ Matches two things that are the same in some way
- 3 ☐ Associates one thing or person that goes with another thing or person
- 2 ☐ Relates differently to familiar (versus unfamiliar) people and things
- 1 ☐ Reacts to people and events

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

32 — Indicator: Math
MATH7: Measurement

- 8 ☐ Compares two objects using standard or nonstandard measures
- 7 ☐ Uses a nonstandard (or standard) unit to measure something
- 6 ☐ Orders at least three objects by size
- 5 ☐ Uses a strategy of directly comparing two objects to find out which is longer, heavier, or holds more
- 4 ☐ Understands or uses words that compare weight, length, or size of objects (e.g., taller/ shorter)
- 3 ☐ Shows awareness that objects differ by properties such as length, weight, or capacity
- 2 ☐ Understands single words that refer to measurable properties such as size (big or little)
- 1 ☐ Reacts to novelty in size

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

33 — Indicator: Math
MATH8: Patterning

- 8 ☐ Creates or extends a more complex pattern (more than two repeating elements)
- 7 ☐ Can copy, create, and extend simple patterns using different objects
- 6 ☐ Can copy and create simple repeating patterns
- 5 ☐ Attempts to copy or create simple repeating patterns
- 4 ☐ Recognizes simple repeating patterns (such as ABAB)
- 0 ☐ Not yet

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

34 — Indicator: Literacy
LIT1: Interest in Literacy

- 9 ☐ Locates and requests books that relate to classroom activities and experiences
- 8 ☐ Relates content to own experience or theme
- 7 ☐ Takes an active role in reading activities and routines
- 6 ☐ Shows interest in a range of literacy activities with increasing independence
- 5 ☐ Initiates and shows interest in reading, listening to stories, imitating rhymes, and singing songs
- 4 ☐ Participates in reading, singing, or rhyming initiated by adult
- 3 ☐ Attends for short periods of time as adult reads books, sings songs, or says rhymes
- 2 ☐ Plays with books and responds to songs
- 1 ☐ Reacts to movements, patterns, gestures, and facial expressions

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

35 — Indicator: Literacy
LIT2: Concepts of Print

- 9 ☐ Understands how print is used in various ways in different print materials
- 8 ☐ Understands that print is organized into units such as letters, sounds and words
- 7 ☐ Understands the role of print in telling a story
- 6 ☐ Demonstrates emerging knowledge that symbols and print carry meaning
- 5 ☐ Understands the way books are handled and organized
- 0 ☐ Not yet

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

36 — Indicator: Literacy
LIT3: Letter and Word Knowledge

- 9 ☐ Knows most of the letters by sight and by name, and recognizes some familiar whole written words
- 8 ☐ Knows 10 or more letters by sight and by name, and understands that letters make up words and have corresponding sounds
- 7 ☐ Knows some letters by sight and by name, or recognizes own name in print
- 6 ☐ Recognizes simple symbols (numbers, letters, logos) in the environment
- 5 ☐ Shows understanding that a series of pictures represents a story
- 4 ☐ Shows understanding that pictures represent people and things
- 3 ☐ Shows understanding that concrete objects can represent real things
- 2 ☐ Attends to things that adult points to, shows, or talks about
- 1 ☐ Reacts to movements, patterns, gestures, and facial expressions

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

37	Indicator: Literacy **LIT4: Phonological Awareness**

9 ☐ Segments parts of words
8 ☐ Blends part of words
7 ☐ Identifies sounds at the beginning of words
6 ☐ Identifies words that rhyme
5 ☐ Shows awareness of words and syllables as units of sound
4 ☐ Engages in play with sounds in words and songs
3 ☐ Imitates novel sounds
2 ☐ Produces repetitive sounds
1 ☐ Reacts to sounds in the environment

   ☐ Emerging to the next level
   ☐ Unable to rate, why (circle one):   absence   other

38	Indicator: Literacy **LIT5: Emerging Writing**

9 ☐ Writes own name and simple words (mostly using correct letters)
8 ☐ Begins to make a few recognizable letters and knows that what is written can be read by others
7 ☐ Makes letter-like symbols as pretend writing to represent ideas, and attributes meaning to writing
6 ☐ Uses scribble-writing or pictures to represent people, things, or events
5 ☐ Copies marks
0 ☐ Not yet

   ☐ Emerging to the next level
   ☐ Unable to rate, why (circle one):   absence   other

39	Indicator: Literacy **LIT6: Comprehension of Text**

9 ☐ Compares or predicts story events in familiar stories
8 ☐ Relates sequence of events of a story
7 ☐ Relates situations or events from a story to own experience
6 ☐ Asks questions or comments about stories as familiar books are read
5 ☐ Responds to simple questions related to a story that is being read
0 ☐ Not yet

   ☐ Emerging to the next level
   ☐ Unable to rate, why (circle one):   absence   other

Desired Result 3: Children show physical and motor competence

40	Indicator: Motor **MOT1: Movement**

9 ☐ Participates in extended or integrated physical activities
8 ☐ Uses complex movement skills in active play
7 ☐ Uses movement skills to negotiate obstacles
6 ☐ Coordinates complex movements
5 ☐ Moves in an upright position without support (vertical movement)
4 ☐ Moves in an upright position using support (vertical movement)
3 ☐ Moves whole body using arms and legs (horizontal movement)
2 ☐ Makes simple movements with parts of body
1 ☐ Reflexes dominate movement

   ☐ Emerging to the next level
   ☐ Unable to rate, why (circle one):   absence   other

41	Indicator: Motor **MOT2: Balance**

9 ☐ Coordinates multiple movements involving balancing
8 ☐ Balances while in motion
7 ☐ Balances well while performing difficult motions
6 ☐ Balances body while carrying or manipulating an object or to play with ball
5 ☐ Balances whole body and supports own weight while standing on two feet
4 ☐ Balances whole body while standing on two feet using support or on all fours
3 ☐ Balances support or weight of torso (head, chest, arms) while sitting
2 ☐ Balances body briefly
1 ☐ Depends on other people or objects to balance body

   ☐ Emerging to the next level
   ☐ Unable to rate, why (circle one):   absence   other

42	Indicator: Motor **MOT3: Grasp/Release and Manipulation**

9 ☐ Shows increasing refinement and detail in fine motor movements requiring strength or control of fingers
8 ☐ Manipulates small objects requiring precise eye-hand coordination
7 ☐ Manipulates objects with each hand doing something different, to smoothly accomplish simple tasks
6 ☐ Manipulates objects with both hands together to accomplish a task or do an activity
5 ☐ Manipulates objects using one hand while stabilizing the object with the other hand
4 ☐ Picks up or holds things with fingertip(s) and thumb
3 ☐ Uses full hand grasp with thumb closed on fist
2 ☐ Uses arms and hands to interact with things in the environment
1 ☐ Grasp reflex

   ☐ Emerging to the next level
   ☐ Unable to rate, why (circle one):   absence   other

43 | Indicator: Motor
MOT4: Eye-Hand Coordination

- 9 ☐ Integrates visual and fine motor skills to complete complex tasks
- 8 ☐ Integrates visual and fine motor skills to replicate a model (i.e. structure or pattern)
- 7 ☐ Integrates visual and fine motor skills to complete simple tasks involving use of tools
- 6 ☐ Watches and coordinates the movements of both hands together to accomplish a task or do an activity
- 5 ☐ Watches and manipulates an object with one hand while stabilizing the object with the other hand
- 4 ☐ Watches and guides the movement of one arm and hand to accomplish a task
- 3 ☐ Watches while moving arm and hand toward object or person
- 2 ☐ Watches objects
- 1 ☐ Regards objects

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

Desired Result 4: Children are safe and healthy

44 | Indicator: Safety and Health
SH1: Personal Care Routines: Toileting and Hygiene

- 6 ☐ Communicates understanding of personal care routines to others
- 5 ☐ Completes personal care routines independently
- 4 ☐ Completes personal care routines with help
- 3 ☐ Participates in simple care routines
- 2 ☐ Anticipates simple caregiving routines
- 1 ☐ Reacts to personal care

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

45 | Indicator: Safety and Health
SH2: Personal Care Routines: Dressing

- 6 ☐ Dresses independently and manipulates most fasteners independently
- 5 ☐ Puts on clothing independently
- 4 ☐ Removes clothing independently
- 3 ☐ With adult assistance, removes and puts on simple, loose clothing
- 2 ☐ Assists with dressing
- 1 ☐ Cooperates in dressing

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

46 | Indicator: Safety and Health
SH3: Personal Care Routines: Self-Feeding

- 6 ☐ Prepares very simple snacks
- 5 ☐ Serves food or drink to self
- 4 ☐ Feeds self whole meal
- 3 ☐ Feeds self with assistance
- 2 ☐ Accepts food from a spoon
- 1 ☐ Coordinates sucking and breathing

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

47 | Indicator: Safety and Health
SH4: Personal Safety

- 6 ☐ Communicates understanding of safety rules to others
- 5 ☐ Applies known safety rules in a variety of situations
- 4 ☐ Usually follows simple safety rules on own
- 3 ☐ Follows simple safety rules when reminded
- 2 ☐ Seeks out adult when feeling insecure or unsafe
- 1 ☐ Responds in situations that make him or her feel unsafe

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other

48 | Indicator: Safety and Health
SH5: Understanding Healthy Lifestyle: Eating and Nutrition

- 6 ☐ Begins to make healthy food choices with occasional reminders from adult
- 5 ☐ Follows guidance given by adult about healthy eating choices
- 4 ☐ Eats a variety of foods
- 3 ☐ Explores new food and food textures
- 2 ☐ Accepts food
- 1 ☐ Communicates hunger

- ☐ Emerging to the next level
- ☐ Unable to rate, why (circle one):   absence   other