

EARLY LEARNING ASSESSMENT



The Ohio Department of Child and Youth's Early Learning Assessment uses source materials developed by the Ready for Kindergarten Assessment System partnership between Maryland and Ohio that was supported by a Race to the Top — Early Learning Challenge grant from the U.S. Department of Education and the U.S. Department of Health and Human Services (CFDA 84.412A) and by a Race to the Top grant from the U.S. Department of Education (CFDA 84.395). Copyright © 2015 and 2024 by the Maryland State Department of Education, the Ohio Department of Education, and the Ohio Department of Children and Youth, with assistance from the Johns Hopkins University Center for Technology in Education, in collaboration with WestEd. All rights reserved.

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INTRODUCTION

The Early Learning Assessment is a set of research-supported learning progressions for preschool age children that are organized into seven domains: Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor Development, and Fine Arts. The learning progressions define pathways of skills, knowledge, and behaviors that children develop between the ages of 36 months and 72 months, including levels for preschool-age children who have developmental delays. Understanding what children know and do at different points in time is critical for early childhood teachers and families. The Early Learning Assessment equips teachers with information to track children's development and growth, individualize learning opportunities, plan for instruction and intervention, and support all children on the path toward kindergarten readiness and beyond.

The Early Learning Assessment is designed to be used multiple times throughout the year as part of an ongoing formative assessment cycle. Data collection for the Early Learning Assessment should be incorporated into everyday routines and activities. Teachers gather information about what children know and can do, how they deal with problems and process information, and how they interact with other children and adults. Evidence can be collected from multiple sources including children's work samples, observations, interviews with families, and from other professionals involved in a child's care and education. Teachers then rate the evidence, analyze the data to identify children's individual learning needs, and plan appropriate activities using that information. The Early Learning Assessment has the greatest impact when used as part of a data-driven decision-making process supported by administrators.

The Early Learning Assessment supports teachers to transform descriptive documentation of children's skills, behaviors, and artifacts into measurable data to assess children's current levels of development and progress. Each learning progression provides a continuum of a specific area of development. The Skills, Knowledge, or Behaviors for all learning progressions, taken together, present a snapshot of a child's overall development. Regular use of the Early Learning Assessment allows teachers and families to follow and support children's progress over time.

ASSESSMENT STRUCTURE

The Early Learning Assessment is divided into seven domains:

- **Social Foundations:** The Social Foundations domain focuses on children's personal and social development, including their engagement in learning and interactions with others.
- **Language and Literacy:** The Language and Literacy domain focuses on children's language development and is the foundation for early literacy skills in speaking, listening, reading, and writing.
- **Mathematics:** The Mathematics domain focuses on children's foundational understanding of numeracy, shapes, and classification.
- **Science:** The Science domain focuses on children's capacity to observe and investigate their surroundings.
- **Social Studies:** The Social Studies domain addresses children's responses to adult requests or expectations and expands their ability to understand the reasons for them.
- **Physical Well-Being and Motor Development:** The Physical Well-Being and Motor Development domain addresses children's awareness of their coordination, movement and health, including personal care and awareness of safety for themselves and others.
- **Fine Arts:** The Fine Arts domain focuses on creativity and expression through dramatic play.

Each domain contains one or more learning progressions. Each learning progression consists of one or more Skills, Knowledge, or Behaviors (SKBs), which are further defined by level descriptions. Throughout this document you will see a star next to some SKBs that identify a priority item which may be required for some programs.

LEARNING PROGRESSIONS

Learning progressions define a series of Skills, Knowledge, or Behaviors (SKBs) that children develop between the ages of 36 months and 72 months, including children who may be at earlier developmental levels than their peers. The operational definition of each learning progression summarizes its focus.

Each SKB is depicted as a row within the learning progression and includes level descriptions (i.e., Levels A, B, C, D, 1, 2, 3, 4, 5) that represent milestones of children’s development. Some of the Levels are age-anchored: Level 1 represents the milestones at approximately three years of age; Level 4 represents the end of preschool or entry to kindergarten; and Level 5 represents the end of kindergarten. Levels A–D are skills that precede Level 1 and allow teachers to assess children who may be at earlier stages of development, including children with disabilities and children who are English learners.

PROGRESSION LEVELS								
A	B	C	D	1	2	3	4	5
Developmental levels preceding Level 1				Approximately three years of age	Progress toward kindergarten entry		Approximately entry to kindergarten	Approximately end of kindergarten

LEVEL DESCRIPTIONS WITH EXAMPLES

The Early Learning Assessment contains level descriptions and examples to help teachers document and rate a child’s behaviors and/or performance on each progression. Examples are intended to assist teachers in understanding and documenting observable behaviors that occur during regular daily classroom routines. Each SKB progression contains directions that include important aspects of the skill, knowledge, or behavior and other information to assist the teacher when observing children. The level descriptions further clarify which specific aspects of the skill, knowledge, or behavior teachers should look for during an observation.

Examples of observable behaviors associated with each developmental level are also provided. The examples identify only one or two of many behaviors that a child might exhibit as evidence of a particular level of development. *Teachers should not feel restricted by the examples.* Within and across observations, a variety of behaviors could demonstrate what would be expected at each level.

There are some SKB progressions with gray shaded cells in place of a level description or example. A gray shaded cell indicates where a child’s growth between two or more levels is not easily measurable or cannot be distinguished. A child may still be developing along the learning progression, but the SKB rating will skip the gray shaded level. For example, in the Personal Care and Basic Health SKB progression, the level description cell for Level C is gray meaning Level C is an invalid rating for that SKB.

SKB: Personal Care and Basic Health ★			Performs and increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.					
Domain: Physical Well-Being and Motor Development			Strand: Health			Learning Progression: Personal Care Tasks		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to communication of others.	Attends to care routine or moves body in response to it.		Cooperates with adult during personal care tasks and basic health routines.	Performs parts of some personal care tasks and basic health practices with adult modeling and assistance (e.g., removes own jacket but needs help with zipper; blows nose when a tissue is held to it).	Completes some personal care tasks and follows basic health practices with some adult assistance (e.g., removes and puts on own jacket but needs help with zipper, blows nose when given a tissue).	Completes some personal care tasks and follows basic health practices on own, but usually needs adult reminders (e.g., removes and puts on own jacket, unzipping and zipping it; gets own tissue when needing to blow nose).	Completes most personal care tasks and follows basic health practices on own but needs occasional adult reminders.	Completes most personal care tasks and follows basic health practices independently.

READ, PLAN, AND PREPARE

Careful planning and preparation help teachers to effectively observe and rate children’s skills, knowledge, and behaviors on the SKB progressions. Here are some strategies for successful implementation:

- Read and become familiar with the rubrics. Pay close attention to how the SKBs change across the levels.
- Think about the SKBs that can be observed during classroom activities and what other sources of evidence may be useful.
- Determine which other personnel and family members could contribute evidence through interviews or conversations. This is especially important for children who live in a home where English is not the primary language and for children with disabilities served by an itinerant teacher and/or related service provider. Interviewing others who speak the child’s home language will provide additional evidence that may not be available in another way.
- Prepare materials (e.g., sticky notes, note cards, manipulatives, recording forms) to enable quick and easy note-taking while interacting with or observing the children.
- Create a plan to organize and store the documentation collected for each child (e.g., child folders, portfolios). You may choose to use the recording forms provided or another system that you prefer.
- Consider ways to create opportunities for children to participate in activities and interactions that would allow you to directly observe the SKBs.
- It is possible to gather evidence for multiple children at the same time and to gather evidence for several SKBs at one time. When planning observations, think about what groups of skills or groups of children you may be able to observe at the same time. Choose a documentation method that supports your observation goals.

OBSERVE AND COLLECT

Observing on a regular basis, taking objective and accurate notes, and incorporating multiple sources of information are critical practices for accurately rating children's Skills, Knowledge, and Behaviors (SKBs).

- Whenever possible, look for opportunities to observe children during their daily routines.
- Use a variety of documentation methods: observation notes, interview notes, children's work samples, photos, video, and audio recordings (parent/guardian permission may be required).
- Observe often, so that children become accustomed to being observed and to seeing that notes are being recorded.
- Interview family members and collaborate with other teachers and program personnel to gain a more complete picture of each child's development.
- Take notes that describe exactly what children do or say in sequence. Avoid using words and phrases that are judgmental or describe assumptions about what a child intended to do or meant to say.
- Record your observations as soon as possible to ensure that important details are documented.
- Date all notes to assist with accurate recording of information in the sequence in which the information is observed.
- Observe children over time and in as many different settings as possible (e.g., in the classroom, on the playground, at drop-off or pick-up times).

ORGANIZE AND REVIEW

Establishing a regular time for organizing documentation and evidence is critical. Reviewing and verifying information regularly is necessary to ensure that there is sufficient evidence to determine a child's developmental level.

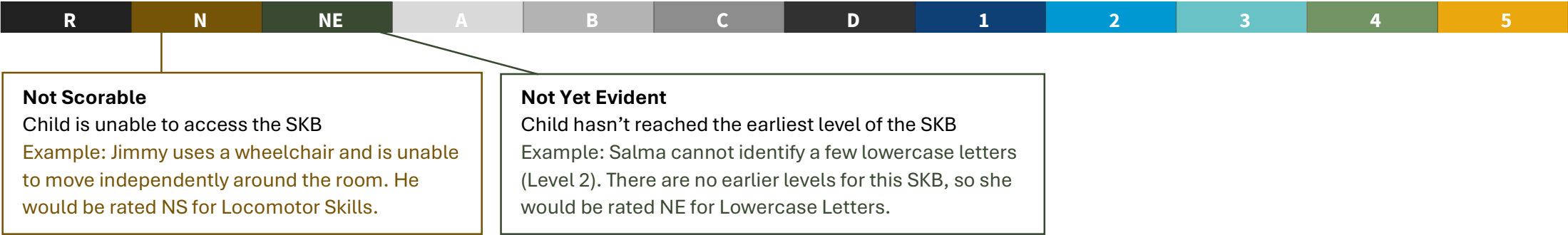
- Consider using folders or portfolios to organize and store documentation and evidence.
- Maintain confidentiality of the information recorded for each child.
- Review documentation to look for skills, knowledge, or behaviors (SKBs) that have not been observed for each child. If necessary, plan activities to fill in any gaps.
- Verify that information collected and documented is complete and accurate.

RATE, RECORD, AND REFLECT

After collecting evidence, follow the steps below to rate and record the child's progress.

- Review the evidence and identify the SKBs that are represented in the evidence.
- Read all levels of the SKB rubric and find the 'look fors' that make each level different.
- Review the evidence to see which level is supported.
- Identify the level that best fits the evidence.
- If there is not enough evidence to determine a level, continue to collect more evidence before rating.
- If it is clear from the documentation and evidence the child is not yet demonstrating the behavior/performance at the earliest level description, enter the rating **Not Yet Evident (NE)**.

- Rate the evidence as **Not Scorable (NS)** when the child is unable to access the SKB due to an identified disability. The child must have an Individualized Education Program (IEP) to use this score option.



At least one piece of evidence is required to rate an SKB. Evidence may include anecdotal notes, work samples, photos, videos, or audio recordings.

After rating the evidence, reflect on the rating, any previous ratings for that skill, and the information gathered to determine what additional instructional support or intervention may be needed for the child, and plan accordingly.

ASSESSORS

Lead teachers, assistant teachers, administrators, related service providers, and other staff who work in licensed programs in Ohio may complete the required training to administer the assessment. Individuals who are part of a child’s care and education team who have not completed the required training may still participate in the assessment process by gathering evidence for a qualified assessor. Only individuals who successfully complete the required training are qualified assessors and can rate assessment evidence and determine a student’s score.

ALLOWABLE SUPPORTS FOR ADMINISTRATION

When observing and gathering evidence to complete the Early Learning Assessment, children should have access to any supports or accommodations that are normally available to them in the setting where the observation occurs.

SECURITY REQUIREMENTS

The Early Learning Assessment materials, including this manual, are intended solely for use by authorized programs and their personnel. These materials should be available only to teachers who work in licensed programs in Ohio and who either successfully complete the required training or are supporting a qualified assessor. It is permissible to photocopy the Early Learning Assessment materials for your own use within your authorized program. Should a teacher or administrator become separated from employment for any reason from the program, the Early Learning Assessment materials are the property of that program and must remain with the program.

EARLY LEARNING ASSESSMENT (2024)

Domain	Strand	Learning Progression	Comprehensive SKBs	★ Priority Set	ELDS Alignment
Social Foundations	Social Emotional	Awareness & Expression of Emotion	Emotion Identification	PSE & ECE	SE 1.b.
		Relationships with Adults	Seeking Emotional Support		SE 4.a.
	Approaches to Learning/Executive Functioning	Self Control	Self Control Strategies	PSE & ECE	SE 2.a.
		Persistence	Persisting with Tasks		AL 1.c.
		Working Memory	Following Directions	PSE & ECE	AL 1.b.
		Problem Solving	Using Logic		CO 3.a., SC 1.b.
		Cooperation with Peers	Social Behaviors	PSE & ECE	CO 4.a., SE 4.c.
Language & Literacy	Reading	Story/Text Comprehension	Respond to Questions About Text		LL 1.e.
		Phonological Awareness	Rhyming Words	PSE & ECE	LL 2.c.
			Syllables/Onsets & Rimes/Phonemes		LL 2.a., LL 2.b.
		Phonics & Letter Recognition	Uppercase Letters	PSE & ECE	LL 3.b.
			Lowercase Letters	PSE & ECE	LL 3.b.
			Letters – Sounds		LL 3.b.
	Speaking & Listening	Communication	Purposes & Situations	PSE & ECE	LL 1.c.
	Writing	Emergent Writing	Name Recognition & Writing	PSE & ECE	LL 3.b., LL 4.a.
			Writing to Convey Meaning		LL 4.a
	Language	Grammar	Sentences		LL 1.c.
Vocabulary		Word Meanings		LL 1.a., LL 1.b.	
Mathematics	Counting & Cardinality	Number Sense	Number Words	PSE & ECE	MA 1.a.
			Object Counting	PSE & ECE	MA 1.b.
			Subitizing		MA 1.c.
	Operations & Algebraic Thinking	Number Operations	Addition Problems		MA 2.a
	Measurement & Data	Classification	Sorting & Classifying		MA 3.b.
	Geometry	Shapes	Two-Dimensional Shapes		MA 4.a.
Science	Skills & Processes/Life Science	Inquiry & Observation	Explore, Examine, & Investigate		SC 1.a.
Social Studies	History	Responsible Behavior	Rules at Home & School		SS 1.c., SS 1.d.
Physical Well-Being & Motor Development	Physical Education	Coordination - Large Motor	Locomotor Skills	PSE & ECE	PW 1.a.
			Spatial Awareness	PSE & ECE	PW 1.d.
		Coordination - Small Motor	Tool & Object Manipulation	PSE & ECE	PW 1.b.
	Health	Safety & Injury Prevention	Safe & Unsafe Behaviors		PW 2.f.
		Personal Care Tasks	Personal Care & Basic Health	PSE & ECE	PW 2.b.
Fine Arts	Theatre	Theatre	Engaging in Dramatic Play		CO 2.a., CR 2.a.

SOCIAL FOUNDATIONS

SKB: Emotion Identification ★			Responds to emotions of others and expands to identifying emotions of self and others.					
Domain: Social Foundations			Strand: Social Emotional		Learning Progression: Awareness and Expression of Emotion			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to emotional expressions of others.	Changes responses in relation to emotional expressions of others.	Uses the emotional expressions of others as a guide for how to act in a situation.	Uses simple words or gestures to describe own and others’ feelings (e.g., happy, sad).	Identifies emotions expressed by self and others (e.g., happiness, sadness, anger, fear).	Identifies common emotion-eliciting situations and the emotions elicited in each.	Identifies and explains the reasons behind and the consequences of the emotions expressed by self and others.	Identifies emotions expressed by others in a given situation and compares them to own emotions in similar situations.	Identifies and explains own conflicting feelings in a specific situation (e.g., excited for trip to the park but sad that a friend can’t come).
EXAMPLE Daphne looked intently at a child who was crying.	EXAMPLE When I smiled at Cameron, he smiled back. When I frowned at Cameron, he frowned back.	EXAMPLE While we were outside, we heard a loud motorcycle. It startled me, and I looked fearfully in the direction of the noise. Oliver looked at me and reached for my hand.	EXAMPLE After Mia’s parent said goodbye, Mia looked to me, pointed to herself, and said, “Sad.”	EXAMPLE Meredith pointed to Billy and said, “Billy sad.” Billy’s mother had just left the room, and he was standing by the door and crying.	EXAMPLE Julia pointed to a picture of two figures that she had drawn and said, “Keri’s my friend. We are happy to play together.”	EXAMPLE Holly said, “I get mad when my sister messes up my drawings.” I asked, “What do you do when you get mad?” Holly said, “I tell my mom, and she tells my sister to do something else.”	EXAMPLE Frankie said, “Nathan was scared to go on the monkey bars, but I wasn’t because I watched my big brother do it before.”	EXAMPLE Philip said, “I am excited for the field trip to the aquarium, but I am worried about seeing the sharks.”

Look for instances when they identify their own and others’ (children or characters in stories) emotions.

For each child, ask clarifying questions to understand his/her emotions, if necessary, such as:

- How do(es) you/he/she feel?
- Why do(es) you/he/she feel that way?
- What might happen because you/he/she feel(s) that way?
- How would you feel if you were [child/character]?
- What two feelings might you have if [situation], and why would you have each feeling?

SKB: Seeking Emotional Support			Seeks emotional support from familiar adults and expands ability to rely on them only when very distressed.					
Domain: Social Foundations			Strand: Social Emotional		Learning Progression: Awareness and Expression of Emotion			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Child cries to signal needs and relies upon caregiver's assistance to settle down.		Child monitors caregiver's presence while exploring environment and seeks physical contact with caregiver or follows caregiver's guidance if distressed.		Child seeks emotional support, security, and guidance from familiar adults by staying in close physical proximity to them.		Child seeks emotional support, security, and guidance from familiar adults when encountering challenging situations.		Seeks emotional support, security, and guidance from familiar adults after attempting to deal with challenging situations on own.
EXAMPLE When Tristan woke up from his nap, he cried. He settled down after I came near him and held him close.		EXAMPLE Cory was rolling a ball down a ramp. She looked up in my direction when the ball reached the bottom of the ramp. Another child came over to the ramp and took the ball. Cory walked toward me with tears in her eyes, but smiled when I pointed out another ball.		EXAMPLE Elena selected a book from the book corner. Then she came over to where I was helping some children put puzzles together, pulled up a chair next to me, and sat down. Elena proceeded to look through her book independently.		EXAMPLE Taku got up from the table where he was drawing and came over to stand by me when two children in the blocks area started shouting at each other.		EXAMPLE Brandon let out a sigh after a few attempts to replace the tape in the tape dispenser. He brought it over to me, continued working on it while telling me about the problem, and eventually figured it out without any assistance.

Look for instances when they are seeking emotional support, security, and/or guidance from familiar adults.

For each child, pay attention to the following details as you observe:

- from whom the child seeks support
- the situation in which the child seeks support
- whether the child attempts to deal with the situation on own before seeking support

SKB: Self Control Strategies		★ Develops strategies to manage the expression of feelings and thoughts by regulating behavior with decreasing reliance on adult support.						
Domain: Social Foundations		Strand: Approaches to Learning/Executive Functioning				Learning Progression: Self Control		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Soothes when comforted by adult.	Uses basic self-soothing behaviors (like thumb/ hand sucking, hair twirling) at times, but mostly relies on familiar adult for comfort when distressed.	Seeks proximity to familiar, trusted adults when distressed and organizes behavior in ambiguous situations, based on the adults' emotional responses.	Relies on adult assistance, including redirection if needed, to express feelings and desires appropriately in stressful situations.	Usually requires immediate adult modeling and guidance to manage the expression of feelings and thoughts by regulating behavior (e.g., with adult guidance: refrains from hitting when angry; takes care of materials; waits for a turn) in socially appropriate ways.	Uses some simple strategies (e.g., leaves an emotionally arousing situation; waits for a turn) to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways on own, but requires immediate adult guidance to use more complex strategies (e.g., with adult guidance, sits on hands so as not to touch other children during story time).	Uses simple strategies on own to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways but requires some adult guidance to use more complex strategies (e.g., verbal reminders to self; compromise).	Uses a variety of simple and complex strategies (e.g., communicates feelings and desires; finds alternative activity while waiting) to manage expression of feelings and thoughts by regulating behavior in socially appropriate ways with minimal adult guidance, but often needs adult reminders.	Uses a variety of simple and complex strategies to manage the expression of feelings and thoughts by regulating behavior in socially appropriate ways, rarely needing adult reminders.

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
EXAMPLE Jacob started crying after his dad left in the morning. I held him close for a couple minutes, and he settled down.	EXAMPLE Chris was opening and closing a book, and Amanda came over and took it from him. Chris looked upset, started to suck his thumb, and, after a few minutes, looked at me with tears in his eyes. I sat down beside him and gently stroked his back to comfort him, and then we looked for another book.	EXAMPLE Yesterday we had a visitor come to the classroom to play guitar and sing with the children. When he arrived, Isabella immediately ran over to me and grabbed my legs. As she watched me smile and greet the musician, Isabella relaxed her grip. She let go of my legs after a couple of minutes and came with me to sit in the circle for music time.	EXAMPLE Landon often plays with a fire truck. He went to look for the fire truck. Allison was playing with it. Landon reached toward the fire truck in Allison's hands. I said, "I see you reaching for the fire truck, Landon. I know that you enjoy playing with it, but Allison has it. You can ask Allison for a turn." Landon said to Allison, "I want it." Allison said, "No," and kept playing. I stayed near Landon, helping him wait for his turn and after a while, encouraged him to ask again. Allison gave him the fire truck.	EXAMPLE When Keith crashed his toy truck into Michael's block structure, Michael shouted, "No!" Then he stood up with a frown on his face and his fists clenched. I quickly suggested to Michael that he use his friendly voice to tell Keith what was wrong. After a moment, Michael spoke with an even tone to tell Keith, "You knocked down my house. Be careful."	EXAMPLE As Victor was waiting for his turn with the new drums, he jumped up and down and reached for the sticks Ellen was using. I suggested to Victor that he get a piece of paper and I would help him make a waiting list for the drums, and he did.	EXAMPLE Both Sophia and Taryn said they wanted to play with the doll that Sophia was holding. Sophia said, "We can share, let's take turns." I suggested Sophia go first since she already had the doll. Sophia said, "I'll get the timer for you to set."	EXAMPLE Maribel said she was sad because all of the spots at the water table were full. She asked Tim if she could take his spot when he was done. Tim said, "Sure Maribel." Maribel started to draw a picture while she waited. She got up several times and walked to the water table, and I reminded her that Tim would let her know when he was done.	EXAMPLE Tanya said to her friend Sherry, "Those are my pencils; you can't just take them from my box." Tanya showed Sherry where the shared pencils were kept in the classroom and said, "You can use these pencils if you need one." Sherry returned Tanya's pencil and chose a new one from the shared box.

Look for instances when they are required to manage the expression of their feelings and thoughts.

For each child, pay attention to the following details as you observe:

- the situation
- the kinds of strategies that the child uses
- the level of support required by you, if any, to help the child

SKB: Persisting with Tasks			Demonstrates the ability to persist with a task for increasing lengths of time.					
Domain: Social Foundations		Strand: Approaches to Learning/Executive Functioning				Learning Progression: Persistence		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends briefly to new objects and people.	Explores objects in different ways, such as holding, turning, shaking them, often quickly shifting attention from one object to another.	Explores objects for several minutes on own or with adult support.	Engages in goal-oriented tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur.	Engages in simple multi-step tasks or activities for brief periods of time, but requires adult assistance, especially when difficulties, distractions, or interruptions occur.	Engages in increasingly difficult or challenging tasks or activities for longer periods of time but needs adult support when distractions or interruptions occur.	Engages in tasks or activities for extended periods of time, easily managing minor distractions or interruptions and requesting adult support for more significant challenges.	Engages in activities and projects, trying different strategies on own when difficulties, distractions, or interruptions occur, but may need some adult prompting to complete the activities or projects.	Engages in and completes activities and projects, independently making the necessary adjustments when difficulties, distractions, or interruptions occur.
EXAMPLE I put out some new books for the children. Fredrick was in the book area. He looked at the one I showed him for a short time as I read.	EXAMPLE Camilla picked up a rubber block and squeezed it. She then put it down and picked up a wooden car and banged it on the ground for a few seconds.	EXAMPLE Gabriel was playing with a pop-up toy, pressing each button one at a time and making all the animals pop up.	EXAMPLE Julie was putting away her blocks when she saw other children at the art center and became interested in what they were doing. She started walking to the art center. I reminded her that she hadn't finished putting the blocks away. She put the rest of the blocks away.	EXAMPLE When prompted to put away the blocks and wash her hands, Juanita put away a few blocks and then stopped when a friend took out a new toy. When I reminded her what she was supposed to do, Juanita finished picking up the blocks and washed her hands at the sink.	EXAMPLE While reading a long story to the class, I asked Annie twice to listen to the story. On both occasions, I prompted Annie because she had turned to watch other children walk past the door.	EXAMPLE David played with a game for about 10 minutes, ignoring one child who had crawled under the table. David asked for my help when two other children who had been playing with the game moved to another activity. David said, "That looks cool. Will you help me finish this?"	EXAMPLE When Matthew was looking at a book by himself, a few nearby children started singing. Matthew moved to the other side of the table. He continued to glance from his book to the singing children in his new spot. I suggested that he find a seat in a quieter area to finish his book, and he did.	EXAMPLE Rachel made a bracelet of very small beads. Other children around her stood up to look out the window when a siren sounded outside, but Rachel continued with her work on the bracelet.

Look for instances when they are engaging in various tasks, activities, or projects to see how they manage difficulties, distractions, or interruptions.

For each child, pay attention to the following details as you observe:

- the task, activity, or project that the child engages in
- how the child manages any difficulties, distractions, or interruptions while attempting to complete the task, activity, or project
- the level of support required from you to help the child persist with the task, activity, or project
- if applicable, what the child does independently to persist with the task, activity, or project

SKB: Following Directions ★				Follows adult lead by imitating actions and expands ability to follow increasingly complex directions.				
Domain: Social Foundations		Strand: Approaches to Learning/Executive Functioning				Learning Progression: Working Memory		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to communication of others.	Mimics simple actions or sounds during interactions.	Mimics actions or sounds in different situations at a later time.	Imitates a simple novel* action to accomplish a goal or follows familiar one-step directions.	Follows two-step directions that are given sequentially** and in context.		Follows three-step directions that are given sequentially** and in context.		Follows four-step directions that are given sequentially** and in context.
EXAMPLE Jason oriented toward me when I called his name or pointed at him.	EXAMPLE Robbie watched as I took a maraca out of the musical instrument basket and shook it. I handed the maraca to Robbie, and he immediately started shaking it like I had been doing.	EXAMPLE In the morning, at the water table, I used a cup to fill a larger pitcher with water, while several children helped me. Later that afternoon, on the playground, I noticed that Corrine was using a cup to fill a bucket with sand.	EXAMPLE When we came in from outside, Grayson unzipped his jacket. I helped Grayson take off his coat and asked him to hang it on his peg. Grayson took his coat from me and hung it up.	EXAMPLE Kendra followed two of my three-step directions at the art table: first, to put away the glue, and second, to put away the basket of feathers. Then she stopped and frowned. I reminded Kendra that the third step was to put her finished art project on the counter to dry, and she did.		EXAMPLE Scott followed the volunteer's directions to first put his library book in the bin, next put his field-trip notice on the counter, and then hang up his sweater in his cubby.		EXAMPLE Shane followed my directions to collect the balls from the yard, put them in the netted bag, take the bag of balls to the shed, and put the bag on the bottom shelf.

*novel = new **sequentially = in order

Look for instances when they are following multi-step directions given by you, by others, or by other sources, such as game instructions.

For each child, pay attention to the following details as you observe:

- the context for the multi-step directions
- where the multi-step directions came from (e.g., you, someone else, game instructions)
- the sequence of steps
- how well the child follows the multi-step directions

SKB: Using Logic				Uses logic to solve increasingly complex problems.				
Domain: Social Foundations		Strand: Approaches to Learning/Executive Functioning				Learning Progression: Problem Solving		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to objects, people, and things in immediate environment.	Makes simple adjustments to reach a goal.	Engages in trial-and-error to solve a simple problem.	Attends closely to how an adult solves a specific problem, and repeats adult's action(s) to solve the identical problem.	Approaches a problem by imitating how an adult solves similar problems.	Approaches a problem by coming up with and trying out potential solutions, one at a time.	Approaches a problem by avoiding potential solutions that clearly will not work and trying out those that seem possible.	Approaches a problem by planning a sequence of actions, explains the reasoning behind the plan, and then tries out the plan.	Considers various approaches to a problem, explains the likely outcome of each approach, and determines the approach most likely to be a solution before trying it out.
EXAMPLE Emily watched the ball as it rolled across the floor, hit the wall, and stopped.	EXAMPLE George moved toward a rolling ball and reached for it. Before he got to the ball, it bounced against the wall and started rolling in the opposite direction. George turned around to follow the rolling ball.	EXAMPLE While playing with a toy car, Bianca rolled it under a chair. She tried crawling under the chair to get it but couldn't fit her body. Bianca reached her arm under the chair and retrieved the car.	EXAMPLE Simon watched as I unscrewed the lid to a small canister containing paintbrushes. During cleanup in the art area, Simon placed his hand flat on the lid; grasping the lid, he turned his hand and unscrewed the lid from the small canister and placed unused paintbrushes inside.	EXAMPLE When Jonathan was using watercolors and was almost out of water, he watched me fill up a bottle at the water fountain. Then Jonathan went to the water fountain and put water in his cup.	EXAMPLE When Ellie was making a bead necklace, she attempted to fit it over her head, but it did not fit. She tried pushing harder, but that did not work. Ellie added another bead, but that was still not enough. She kept adding beads one at a time and trying to put on the necklace over her head until it finally fit.	EXAMPLE When another child was using the double ramp for toy cars, Matthew found two single ramps and said to Victor, "How can we put these together?" Victor said, "Let's glue them." Matthew said, "But then they'll be stuck forever." Then Matthew went and got some tape and taped the two ramps together to use for their toy cars.	EXAMPLE Keiko and Martin said they wanted to know which magnet was the strongest. Keiko laid all the magnets on the table and said, "Let's put each magnet in the basket of paper clips one at a time and see how many we get." After the experiment, Keiko reported, "The pink magnet is strongest because it picks up the most clips."	EXAMPLE Stephen was copying a design of pattern blocks. He stopped, when almost finished, and said, "If I use the small red block, it will fit, but the color won't be right. If I use the big blue block, the color will be right, but it won't fit." Stephen asked, "Do we have any more small blues?" He searched, found a small blue block, and finished the design.

Look for instances when they are trying to solve a problem.

For each child, pay attention to the following details as you observe:

- what the child is engaged in at the time of solving the problem
- how the child goes about solving the problem
- what the child says, if anything, when solving the problem

SKB: Social Behaviors ★			Uses increasingly positive social behaviors when interacting with peers.					
Domain: Social Foundations		Strand: Approaches to Learning/Executive Functioning				Learning Progression: Cooperation with Peers		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to people and responds to their emotional expressions.	Shows interest in peers through actions such as looking, touching, and vocalizing.	Shows interest in peers by attempting to do the same thing that a peer is doing.	Imitates a peer's simple social behaviors while playing together.	Demonstrates social behaviors with peers (e.g., helping, sharing, taking turns), with adult modeling and support.	Demonstrates social behaviors with peers, with some adult reminders.	Demonstrates social behaviors with peers on own.	Recognizes peers' feelings, perspectives, preferences, and interests, but requires adult support to use this information to maintain positive social interactions.	Adapts own behavior to peers' preferences or interests in order to maintain positive social interactions.
EXAMPLE Finn, Emilia, and I were interacting together, rolling soft balls into a bucket turned on its side. Emilia rolled a ball out of reach, shook her hands, and started to cry. Finn looked toward Emilia and immediately began to cry too.	EXAMPLE Marisa moved over to where Thomas and I were reading a book. Marisa placed her hand on Thomas's leg and looked up at his face.	EXAMPLE Jason and Eve were sitting next to each other in the sandbox. Jason looked at Eve as she patted the sand with a small shovel. Jason began patting the sand with his shovel.	EXAMPLE Daria and Owen carried a watering can filled with water toward the garden. They paused and lowered the watering can to the ground. Daria communicated, "Whew," wiping her forehead with her hand. Then Owen communicated, "Whew," and wiped his brow with his hand.	EXAMPLE After watching the classroom volunteer give Kathryn more feathers when she said, "I need more," Valerie gave some of her feathers to Kathryn when Kathryn asked again for more feathers.	EXAMPLE When I reminded Zoe to take turns at the sink, she stepped back and waited to wash her hands until Maria finished washing her hands.	EXAMPLE Peter helped Steven put away his mini blocks after Peter finished putting away his own.	EXAMPLE When Jeremy was sitting alone on the bench, David came over to me and said, "It looks like Jeremy is sad." I suggested that David ask Jeremy to join his game, and David did.	EXAMPLE Carla and a small group of children were sorting leaves for a science activity. Penelope was standing a short distance away, watching them. Carla walked over to Penelope and said, "You can have my next turn if you want." Penelope smiled, joined the group, and took the next turn.

Look for instances when they are demonstrating social behaviors with peers, such as helping, sharing, taking turns, being inclusive, being empathetic, etc.

- For each child, pay attention to the following details as you observe:
- the social behavior being demonstrated
 - what the child says or does that demonstrates the social behavior

LANGUAGE AND LITERACY

SKB: Respond to Questions About Text			Responds to increasingly complex questions about text.					
Domain: Language and Literacy			Strand: Reading			Learning Progression: Story/Text Comprehension		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to adult voices or actions during reading episodes with adult.	Orients to picture book and adult storyteller during reading episodes with adult.	Responds to simple comments or questions about text with single words, word approximations*, simple signs, gestures, or actions.	Responds to questions about characters, objects, or events in a story using simple descriptive phrases or sentences with two or more words or signs.	Responds to simple prediction questions, based on the title and cover, and to recall questions (who, what, where) about texts read aloud.	Responds to recall questions (why, how) about stated information in texts read aloud.	Responds to questions that require prediction, based on the title, cover, illustrations, and graphic aids, and questions that require some interpretation of texts read aloud.	Responds to questions about the main idea or topic of texts read aloud (e.g., “What is the story about?”), and asks questions to clarify confusing parts of the texts.	Responds to a variety of questions about texts, uses texts to find answers to questions as needed, and asks questions to clarify or gain information about the texts.

*word approximations = sounds that are close to words

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
EXAMPLE Talia turned her head toward me as I read a book.	EXAMPLE Parker looked at pictures in a book and then up at me as I labeled the different pictures on the pages.	EXAMPLE Zoe touched the soft patch in a tactile book after I said, “Soft,” and stroked the soft patch.	EXAMPLE Jake and I were looking at a red apple in the book <i>The Very Hungry Caterpillar</i> . I asked, “What is the caterpillar eating?” Jake responded, “Red apple.”	EXAMPLE Austin was looking at the covers of the books on the shelf. When he picked up a book with a picture of a baby on the cover, I asked what the book was about, and Austin said, “The baby.”	EXAMPLE During story time, Erin responded to a question about how the main character was feeling in a story. She said, “He was excited! He couldn’t wait for the big trip!” (One of the pages read, “Ben was really excited to go on the big trip.”)	EXAMPLE During story time, Charlton responded to a question about what was going to happen next. He said, “I think Goldilocks is going to try baby bear’s bed, and it’s going to feel just right” (following the pattern established by the story).	EXAMPLE During independent reading, Morgan was asked by another child to tell what her book was about. Morgan said, “It’s about a girl who moves into a new house. At first, she’s sad to leave her old house, but then she feels better when she makes a new friend.”	EXAMPLE During a reading lesson about a book called <i>Shopping with Grandma</i> , Becky raised her hand to answer multiple questions. When asked, “What does Grandma mean when she tells Mickey to get two bananas or he will have to share?” Becky looked back to find the appropriate page in the text and said, “If there’s only one banana for both of them, they’ll have to share if Grandma wants some, too.” Then, Becky said, “What does Mickey mean when he says, ‘Now we really do have everything we need to make lunch?’”

Look for instances when they respond to questions about a text.

For each child, pay attention to the following details as you observe:

- what type of question(s) the child is responding to
- how the child conceives of the response(s)
- how accurately the child responds to the question(s)

SKB: Rhyming Words ★			Shows interest in rhymes and expands ability to identify and produce rhymes.					
Domain: Language and Literacy			Strand: Reading			Learning Progression: Phonological Awareness		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to language or communication.		Communicates one or two relevant words or does one or two relevant actions when attending to simple songs, nursery rhymes, or finger plays.	Follows along or repeats parts of nursery rhymes or simple songs when listening to them.	Identifies a pair of spoken rhyming words.		Says a word that rhymes with a given word.		Produces a pair of spoken rhyming words.
EXAMPLE Allegra looked at me when I talked to her.		EXAMPLE Jan brought me a book of nursery rhymes to read to her. She made the “rain falling down” motion with her hands as I said the nursery rhyme “Itsy, Bitsy Spider.”	EXAMPLE When I was reciting the rhyme “Hey diddle, diddle, the cat and the fiddle,” Freddie repeated “jumped over the moon.”	EXAMPLE Carole was asked to sit at a table “with Ben and Ken.” She said their names again and then said, “Hey, you rhyme!”		EXAMPLE When Andy was singing the rhyming song “Willaby Wallaby Woo,” he sang, “Willaby Wallaby Wandy, an elephant sat on Andy!” (He rhymed his name with a nonsense word that fit the pattern of the song.)		EXAMPLE When Sujie was telling a story like Dr. Seuss, she used the rhyming pair “box” and “fox”: “He went to the store with a box, and then he came back with a fox!”

Look for instances when they are rhyming words.
 For each child, pay attention to the following details as you observe:

- what activity he/she is engaged in
- what prompts him/her to rhyme
- how close the rhyme may be (true rhyme or near-rhyme)
- whether the rhyming words are real words or nonsense words

SKB: Syllables/Onsets and Rimes/Phonemes			Identifies syllables and expands ability to orally blend and segment syllables, onsets and rimes, and phonemes.					
Domain: Language and Literacy			Strand: Reading			Learning Progression: Phonological Awareness		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
					Identifies syllables in spoken words and words within spoken compound words.	Orally blends and segments syllables in words and words within spoken compound words.	Orally blends and segments onsets (first consonant/s) and rimes (vowel and ending consonant/s) in spoken single-syllable words.	Orally blends individual sounds together to form a word, and segments spoken words into their individual sounds (phonemes).
					EXAMPLE When Mai Chou and Allyah were looking at a picture book of animals together, Allyah said the name of each animal (e.g. “tiger,” “elephant”) and Mai Chou said the word in syllables, clapping for each syllable (e.g., “/ti/ [clap] /ger/ [clap]”; “/el/ [clap] /e/ [clap] /phant/ [clap]”).	EXAMPLE Emily said, “Kyle and me are being robots.” She handed Kyle the “airplane” when he asked for the toy in his robot voice (saying it as two distinct words). Then, she slowed her voice to break the word “computer” into three distinct syllables.	EXAMPLE Bryan was asked to put together the sounds “/c/” and “/at/” into one word, and he said, “cat.” Then, Bryan was asked to break apart the word “lake,” and he said “/l/ . . . /ake/.”	EXAMPLE Anna asked, “How do I spell ‘sun’?” I said, “Try to sound it out.” Anna slowly said each sound: “/s/ /u/ /n/.” Then she blended the sounds together, saying “sun.” Later, during small group, I asked Anna to try to blend the sounds “/d/,” “/o/,” and “/g/” together. She paused and then said, “dog.”

Look for instances when they identify, blend, and segment syllables, onsets/rimes, and phonemes.

For each child, pay attention to the following details as you observe:

- what activity he/she is engaged in
- what prompts him/her to identify, blend, and/or segment syllables, onsets/rimes, and/or phonemes
- which skill, precisely, the child demonstrates
- how accurately the child identifies, blends, and/or segments syllables, onsets/rimes, and/or phonemes

SKB: Uppercase Letters ★			Identifies an increasing number of uppercase letters.					
Domain: Language and Literacy			Strand: Reading		Learning Progression: Phonics and Letter Recognition			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to language or communication.		Matches spoken or signed words to images on printed page.	Recites or signs several letter names from previously heard songs or rhymes, often beginning with letters early in the alphabet.	Names and identifies a few uppercase letters, often beginning with the first letter in own name.	Names and identifies some (at least 5) uppercase letters.	Names and identifies many (at least 10) uppercase letters.	Names and identifies most (at least 20) uppercase letters.	Names and identifies all uppercase letters.
EXAMPLE Piper looked at me when I talked to her.		EXAMPLE Max pointed to a picture of a cat while I read, “The cat is black” in a picture book.	EXAMPLE Ezra sang the “ABC” song with me. Ezra sang the first few letters and then trailed off, singing the rest of the song with a similar tune but not pronouncing distinct letters.	EXAMPLE Jinin looked at her nametag (printed in uppercase letters), pointed to the first letter, and said, “J.” Then she pointed to the last letter and said, “N . . . Jinin.”	EXAMPLE Leanne was looking at an alphabet book with her friend Abby. Leanne pointed to an assortment of letters, in random order, and correctly named and identified X, O, S, Z, P, L, and A. (There were others that she could not name.)	EXAMPLE When shown a page with all the uppercase letters in mixed-up order on a grid, Patrick named and identified 15 of 26 letters. For the others, he said, “I don’t know.”	EXAMPLE Kevin played a game in which he had to name and identify uppercase letters using a mixed-up deck of flash cards. Kevin named and identified all but Q, K, and W.	EXAMPLE Raquel participated in a “pointer challenge” where a student held a long pointer and moved it in random order across a display of all of the uppercase letters. Raquel named and identified all of the letters.

- Look for instances when they name and identify uppercase letters.
- For each child, pay attention to the following details as you observe:
- what prompts the child to name and identify uppercase letters
 - which uppercase letter(s) the child names and identifies
 - whether or not the child names and identifies the uppercase letter(s) correctly

SKB: Lowercase Letters ★			Identifies an increasing number of lowercase letters.					
Domain: Language and Literacy			Strand: Reading		Learning Progression: Phonics and Letter Recognition			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
					Names and identifies a few lowercase letters.	Names and identifies some (at least 5) lowercase letters.	Names and identifies many (at least 10) lowercase letters.	Names and identifies all lowercase letters.
					EXAMPLE When a friend pointed to the letters <i>r</i> , <i>y</i> , and <i>o</i> (in that order) on Cory's nametag (written in lowercase letters), Cory named and identified each lowercase letter.	EXAMPLE When playing a matching game with a set of uppercase and lowercase letter cards, Helen named and identified seven lowercase letters that looked similar to the uppercase letters (<i>c</i> , <i>o</i> , <i>p</i> , <i>s</i> , <i>u</i> , <i>v</i> , and <i>z</i>).	EXAMPLE Michelle was working on a project where she was naming, identifying, and then cutting out lowercase letters from a magazine. Michelle named and identified 18 of 26 letters.	EXAMPLE Amy helped her friend Jake to name and identify the lowercase letters in a deck of mixed-up flash cards. Amy named and identified all of the letters.

Look for instances when they name and identify lowercase letters.

For each child, pay attention to the following details as you observe:

- what prompts the child to name and identify lowercase letters
- which lowercase letter(s) the child names and identifies
- whether or not the child names and identifies the lowercase letter(s) correctly

SKB: Letters - Sounds			Identifies and produces an increasing number of the most frequent sounds that correspond to letters.					
Domain: Language and Literacy			Strand: Reading		Learning Progression: Phonics and Letter Recognition			
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
						Identifies and produces the sound for a few letters.	Identifies and produces the most frequent sound for some (at least 5) consonants.	Identifies and produces the most frequent sound for each consonant and the short and long sounds for the five major vowels.
						EXAMPLE When Trevor was shown an alphabet chart (letters only, no pictures) and asked which letters he knew the sounds for, Trevor identified the sound for the letter <i>t</i> (the first letter in his name), the long sound for the letter <i>o</i> (which is also in his name), and the sound for the letter <i>m</i> .	EXAMPLE When practicing the letter-sound rap (a class exercise), Chuck identified and produced the most frequent letter sounds for nine consonants: <i>b, j, l, m, r, s, t, x,</i> and <i>z</i> .	EXAMPLE During a one-on-one progress-monitoring assessment, Rhiannon identified and produced the most frequent sound for each consonant and the short and long sounds for the five major vowels.

Look for instances when they identify and produce letter sounds.

For each child, pay attention to the following details as you observe:

- what prompts the child to identify and produce letter sounds
- which letter sound(s) the child identifies and produces
- whether the child identifies and produces the letter sound(s) correctly

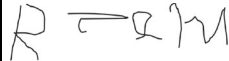
SKB: Purposes and Situations ★			Communicates with adults and peers for a variety of purposes in different situations.					
Domain: Language and Literacy			Strand: Speaking and Listening			Learning Progression: Communication		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Engages with adults or signals needs through facial expressions, body movements, or vocalizations.	Uses speech-like strings of sounds, gestures, or facial expressions to communicate interests or needs.	Uses single words, word approximations, gestures, or simple signs to communicate interests or needs.	Uses two-word or three- word phrases or signs to communicate interests, needs, or feelings.	Uses gestures and language to express basic greetings, wants, needs, and feelings.	Uses language and gestures to express thoughts and ideas and asks and responds to questions.	Initiates and participates in conversations for a variety of purposes (e.g., to inform, to persuade), usually expressing self clearly but rephrasing when misunderstood.	Initiates and participates in conversations for a variety of purposes, staying on topic through multiple exchanges and adjusting language according to the needs of the situation (e.g., one-on-one versus in a group) or the listener (e.g., adult versus peer).	Initiates and participates in detailed conversations for a variety of purposes, extending the conversation by requesting additional information and/or building on the ideas of others, and adjusting language according to the needs of the situation (e.g., in the classroom versus on the playground) or the listener (e.g., giving background information to an unfamiliar listener).

Look for instances when they communicate with each other and with adults.

For each child, pay attention to the following details as you observe:

- the context for the communication
- whom the child is communicating with
- how the child uses gestures, body language, and spoken language to communicate

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
EXAMPLE Bryce makes sounds and looks in my direction when he wants attention. Yesterday at snack, he waved his arms and made noises. In response, I gave him more crackers, and he smiled.	EXAMPLE Sasha reached for her mother saying, “Mamamama” when her mother joined us at closing circle.	EXAMPLE Tyler stood near the sink, pointed up at it, and said “dink, dink.” I asked him if he wanted a drink and he nodded.	EXAMPLE James pulled the toy truck he was holding close to his chest, turned away, and said, “No, my truck,” when another child reached for the truck.	EXAMPLE Jocelyn reached for the basket of crayons and said, “More crayons.” When Kyle started to get the basket, Jocelyn shook her head and said, “No! Mine!”	EXAMPLE When asked if he would help put the balls away after outdoor play, Anthony said, “Sure,” and then pointed to a small tub and asked, “In here okay?”	EXAMPLE Cynthia was finishing up a drawing and started this conversation with Marta, who was sitting beside her: <i>Cynthia:</i> I’m done coloring, do you wanna play house? <i>Marta:</i> At your house? <i>Cynthia:</i> Not my real house, the house area here at school.	EXAMPLE When Kunal, James, and Andrew were working at the clay table, Kunal started this conversation about snakes: <i>Kunal:</i> Hey, guys. Look at the snake I made. (holding up his clay snake) <i>James:</i> I saw a real snake one time. <i>Kunal:</i> Was it long, like this? (arms fully outstretched) <i>James:</i> Yeah, it was loooong. And scary! <i>Andrew:</i> I don’t like snakes. They bite. <i>Kunal:</i> Only if you bother them.	EXAMPLE When I paired Evan with a new child to play a math game that we play often, he explained how to play the game to the new child: <i>Evan:</i> Here . . . you use the red crayon, and I’ll use the blue. The one whose clothes have the most buttons is s’posed to go first. But you’re new, so you can this time. <i>Giovanni:</i> Okay. Then what? <i>Evan:</i> Roll the number cubes. Then you add the dots on the two cubes to see what number you get. Next you look for that number on the snake and color it in. Well, you color it in if it is there. <i>Giovanni:</i> What if the number is already colored in? <i>Evan:</i> You don’t get to do anything. Then it is my turn. We keep doing it until we color in all the numbers. The one who colors in the most numbers wins. You ready?

SKB: Name Recognition and Writing ★			Recognizes letters of own name and expands ability to recognize and write own name.					
Domain: Language and Literacy			Strand: Writing			Learning Progression: Emergent Writing		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to books.		Attends to letters.	Demonstrates awareness of a few letters or symbols, or recognizes first letter of own name.	Identifies own written name.	Writes marks to represent own name.	Writes the first letter in own name.	Writes own name but may have some letter reversals or omissions.	Writes own name accurately.
EXAMPLE Shawnda picks up a book and looks at its cover.		EXAMPLE Nadia plays with magnetic letters.	EXAMPLE While looking at a storybook with me, Georgia pointed to a “G” and then pointed to herself and said, “My name.”	EXAMPLE When Jack entered the room, he pointed to his name card on the jobs chart.	EXAMPLE Kate made several marks on her paper when asked to write her name. (student work in file) 	EXAMPLE Ruth wrote the first letter of her name, followed by other letter-like marks. (student work in file) 	EXAMPLE Joel wrote his name accurately except for the reversed “e.” (student work in file) 	EXAMPLE Mike wrote his name accurately. (student work in file) 

Look for instances when they identify and write their own names.

For each child, pay attention to the following details as you observe:

- the context where the child identifies his/her own name
- which letter(s) the child writes
- whether any letters are reversed/in the correct order/omitted

SKB: Writing to Convey Meaning			Conveys meaning through writing with increasing effectiveness.					
Domain: Language and Literacy			Strand: Writing			Learning Progression: Emergent Writing		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Uses body to explore objects.		Makes simple unstructured scribbles on a surface.	Makes different kinds of scribbles for pictures as compared to letters.	Produces scribble drawings (e.g., pictures that may include back-and-forth and/or circular marks) and dictates labels for them.	Produces controlled scribbles (e.g., horizontal jagged lines) and recognizable symbols (e.g., a circle with lines radiating from it for a sun) and dictates a description (e.g., a word or phrase).	Produces mock writing (includes strings of independent units and letter-like shapes) to tell a story.	Produces emergent writing (includes some actual letters that may be grouped together as if to form words) to tell a story or give an opinion.	Produces phonetic writing*, using invented or conventional** spelling, of one or more simple sentences to tell a story, give an opinion, or provide information about a topic.
EXAMPLE Charlie turned his head toward a nearby ball and reached out to touch it.		EXAMPLE Ariana used a crayon and made large back-and-forth marks on the butcher paper that I taped to a table.	EXAMPLE Vicente drew with a crayon, making a variety of marks and scribbles. He scribbled two distinct lines in the corner of a piece of paper for his name.	EXAMPLE When I asked Sheryl about her drawing, she dictated, “trees,” which I wrote on her paper. (student work in file) 	EXAMPLE When I asked Carrie about her drawing, she dictated the phrase, “me and my baby brother.” (student work in file) 	EXAMPLE When I asked Timothy what he wrote about his picture, he read, “Sam and I play ball.” (student work in file) 	EXAMPLE When I asked Veronica what she wrote about her picture, she read, “I walk my dog. We see a squirrel.” (student work in file) 	EXAMPLE When I asked Scott what he wrote about his picture, he read, “Boots is my cat. He scratched Daddy’s chair.” (student work in file) 

*phonetic writing = writing the way a word sounds **conventional = correct

Look for instances when they write to convey meaning.

For each child, pay attention to the following details as you observe:

- what type of drawing the child produces
- the complexity of the drawing
- whether or not they attempt to label the drawing
- how well the label matches their description of the drawing

SKB: Sentences			Produces words and expands ability to produce word phrases and increasingly complex sentences.					
Domain: Language and Literacy			Strand: Language			Learning Progression: Grammar		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to vocalizations,* sounds, or gestures.	Vocalizes* or uses gestures or facial expressions to initiate communication in meaningful ways.	Produces single words, word approximations*, simple signs, or gestures to communicate in meaningful ways.	Produces simple phrases or sentences using two or more words or signs to communicate in meaningful ways.	Child produces sentences that consist mostly of nouns and verbs (e.g., “Mommy go bye-bye.”).	Child produces sentences that consist of several parts of speech (e.g., “Her wants the big cookie.”).	Child produces sentences conjoined with “and” or “but” (e.g., “I have one and he has one.”).	Child produces sentences that contain one or more phrases (e.g., “I’m going to play soccer at the park.”).	Child produces sentences that contain two or more clauses (e.g., “I watched the baby after he woke up, so Mommy could make dinner.”).
EXAMPLE Lukas watched my mouth when I spoke.	EXAMPLE Theresa communicated bye-bye and waved when her mom left the classroom after their morning drop-off routine.	EXAMPLE Ehli said, “Cracker,” and reached his hand toward the bowl of crackers on the table during snack time.	EXAMPLE While watching another child wash her hands, Gina rubbed her hands together and communicated, “Mira wash hands.”	EXAMPLE When Sally fell down and scraped her knee, Tori said, “Sally crying.” Later, when putting the doll in the crib, Tori said, “Baby go night-night.”	EXAMPLE Jake brought a book to me and said, “Read me puppy book, please.” After I read the book to him, Jake went up to Bart, who was playing with toy cars, and said, “I want to play cars.”	EXAMPLE Davi showed his toy trucks to Andy and said, “This is a dump truck and this is a fire truck.” Later, when measuring himself and Evan on the wall, Davi said, “I’m big, but Evan’s more big.”	EXAMPLE When telling me about her weekend trip, Ayisha said, “I went to the park that had lots of scary rides.” Then, while talking to a friend, she said, “My mama bought me some pretty red shoes with bows.”	EXAMPLE Sofia showed the class a picture and said, “When Gram and I went to Arizona, she took this picture of me by a really tall cactus that is called a saguaro.” Later, while watching Sonia write her name, Sofia said, “Our names have all the same letters ’cept you have <i>n</i> and I have <i>f</i> in the middle.”

*vocalizations = sounds

*vocalizes = makes sound

*word approximations = sounds that are close to real words

Look for instances when they talk about what they see, what they are doing, pictures in books, or any other stimuli.

For each child, pay attention to the following details as you observe:

- how many different parts of speech (e.g., nouns, verbs, adjectives, adverbs, conjunctions, prepositions) are consistently used
- how complex most sentences produced are
- how often sentences produced consist of phrases, clauses, or conjoined sentences

SKB: Word Meanings			Understands and communicates an increasing number of words.					
Domain: Language and Literacy			Strand: Language			Learning Progression: Vocabulary		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to language or communication of others.	Demonstrates understanding of a variety of single words, signs, or gestures that occur frequently during interactions with adults.	Demonstrates understanding of a large number of words and small number of simple frequently occurring phrases.	Communicates a wide variety of words, including simple two- and three-word phrases, and understands a large number of words.	Uses meaningful interactions with adults, concrete objects, and stories to learn the meaning of unknown words that are primarily objects and people (e.g., ball, spoon, woman) and actions (e.g., go, play).	Uses meaningful interactions with adults, concrete objects, and stories read aloud to learn the meaning of unknown words, including attributes (e.g., happy, dirty).	Uses meaningful conversations with adults, concrete objects, and textual and picture clues from stories read aloud to learn the meaning of unknown words, including basic category names and related terms (e.g., animals/dog, horse; clothes/pants, shirt).	Uses meaningful conversations with adults, concrete objects, and textual and picture clues from stories and informational texts read aloud to learn the meaning of unknown words, including basic concepts and related words (e.g., time/ today, tomorrow; comparison/ greater than, less than).	Uses meaningful conversations with adults, concrete objects, and textual and picture clues from stories and informational texts to learn the meaning of unknown words, including specialized areas of interest (e.g., dinosaurs/ Tyrannosaurus, Brontosaurus; community/city, state).
EXAMPLE Layla looked at me when I talked to her.	EXAMPLE During outside play time, I pointed to a bird on the ground close by. Rory waved his arms excitedly and looked toward the bird.	EXAMPLE While assisting Sara with putting on her jacket, I communicated, “Hold up your arm.” She responded by lifting her arm up in the air.	EXAMPLE After communicating to Shelby, “Now it’s time to pick up toys and put them away,” Shelby responded, “Pick up toys.”	EXAMPLE Joshua was looking through a book about zoo animals. He named some animals that he saw in the illustrations and described what they were doing: “monkey eat banana,” “elephant blow water,” “tiger roar.”	EXAMPLE During a read-aloud about a boy who fell off his bike and sat on the ground crying and holding his injured knee, David said, “The boy’s knee was hurt. That’s why he is crying.”	EXAMPLE Nayeli and Frank were in the dramatic play area. Nayeli said, “We need to set the table for the party. Please hand me the utensils, Frank. We need a fork, a knife, and a spoon for each of our dinner guests.”	EXAMPLE Zachary and Jacob said they wanted the same copy of a book. Zachary said, “I want this book because it looks newer and cleaner—the other one is old and ripped.”	EXAMPLE When Ciara was reading a text about different vehicles with Julia, Ciara turned to a page, looked at the illustration, and said, “These are all things that can fly [pointing to each type of vehicle]. There’s a helicopter, a jet, an airplane, and a hot-air balloon!”

Look for instances when they use meaningful interactions with adults, concrete objects, stories, and/or picture/text clues to learn the meaning of unknown words.

For each child, pay attention to the following details as you observe:

- what the stimulus is that provides the opportunity to learn (a) new word(s) (e.g., interaction with adults, concrete objects, stories, and/or picture/text clues)
- what the new word(s) is(/are)
- how the child considers the meaning of the word(s)
- how accurately he/she seems to comprehend the meaning of the word(s)

MATHEMATICS

SKB: Number Words 			Demonstrates knowledge of number words and expands ability to recite number words in sequence.					
Domain: Mathematics			Strand: Counting and Cardinality			Learning Progression: Number Sense		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to vocalizations, sounds, or gestures.		Demonstrates understanding of gestures or words that indicate amounts of things.	Uses a few number words, although often not correctly.	Recites number words in sequence from 1 to 5.	Recites number words in sequence from 1 to 10.	Recites number words in sequence from 1 to 20.	Recites number words in sequence from 1 to 30.	Recites number words in sequence from 1 to 100.
EXAMPLE Liam turned toward me when I spoke or touched him.		EXAMPLE During outside playtime, I asked Joshua how much water he had in his bucket, and he held his hand up high to indicate that he had a lot.	EXAMPLE Teresa held up three crackers and said, “Two cracker!”	EXAMPLE When asked how old her sister is, Emily recited number words from 1 to 5 and said, “She is five.” When asked how old her sister would be on her next birthday, Emily said, “Probably eight.”	EXAMPLE Braiden recited number words from 1 to 10 as he timed how long it took Rachel to climb the stairs to the slide. When he got to 11, Braiden said, “Fourteen.”	EXAMPLE During art class, Luke counted the crayons in the box. He recited number words from 1 to 20 and then jumped to 30.	EXAMPLE Radiance was counting each block that she put away during cleanup. She recited number words from 1 to 33 without making any errors, but switched 34 and 35 in sequence.	EXAMPLE Pedro was challenged by a friend to count to 100 while they were playing hide-and-seek. Pedro recited number words from 1 to 100 in order without any errors before going to find his friend.

Look for instances when they recite number words.

For each child, pay attention to the following details as you observe:

- what prompts the child to recite the number words
- what, if any, number words are skipped or mispronounced
- what prompts the child to stop reciting the number words (e.g., the child gets tired, gets confused about what comes next, or seems to have reached a goal)

SKB: Object Counting ★			Demonstrates ability to count an increasing number of objects using one-to-one correspondence.					
Domain: Mathematics			Strand: Counting and Cardinality			Learning Progression: Number Sense		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to vocalizations, sounds, or gestures.			Demonstrates understanding that “one” refers to a single object.	Counts two objects using one-to-one correspondence.	Counts five objects using one-to-one correspondence.	Counts 10 objects using one-to-one correspondence.	Counts 15 objects using one-to-one correspondence.	Counts 20 objects using one-to-one correspondence.
EXAMPLE Linda turned toward me when I spoke or touched her.			EXAMPLE When a peer asked Paul to hand her one marker, he took one marker from the basket of pens and handed it to her.	EXAMPLE Dean showed his friends his new green socks. He pointed to each one, counting “1, 2,” and said, “See? I have two new socks!”	EXAMPLE Hillary counted the other children who were sitting with her at a table. She touched each one on the head and counted from 1 to 5.	EXAMPLE Jackelynn counted the flowers in the text illustration. She put her finger on each one as she counted from 1 to 10.	EXAMPLE Brett was playing with 15 small plastic pieces of fruit in the dramatic play area. Brett said, “I will eat all this fruit.” Then he counted each one until he got to 15, miming putting them in his mouth as he counted.	EXAMPLE Max counted each juice box in the carton for snack as he passed them to the snack helper. Max counted 20 juice boxes.

Look for instances when they count objects.

For each child, pay attention to the following details as you observe:

- what prompts the child to count objects
- what objects the child is counting
- what prompts the child to stop counting objects (e.g., the child gets tired, gets confused about what comes next, or runs out of objects to count)

SKB: Subitizing			Demonstrates ability to recognize and name an increasing number of objects in a group without having to count.					
Domain: Mathematics			Strand: Counting and Cardinality			Learning Progression: Number Sense		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
						Subitizes (instantly recognizes and names the number of objects without having to count) 1 to 3 objects in familiar patterns (e.g., knows there are two apple slices without counting).	Subitizes 1 to 4 objects in familiar and unfamiliar patterns.	Subitizes 1 to 5 objects in familiar and unfamiliar patterns.
						EXAMPLE Kimmy was looking at a picture of two stars side-by-side on a page in a book. She turned to the next page, which had three stars in a line, and said, “There were two stars, and now there are three!”	EXAMPLE Karina was helping to prepare for snack time. After slicing an apple on a high counter and arranging four slices on a plate in a circular pattern, I handed the plate down to Karina. She immediately said, “Four pieces of apple,” before walking off and placing the plate on the table.	EXAMPLE Vince and Annie were playing a game with a pair of dice. Annie rolled the dice, one showed two dots and the other showed three. Vince quickly said, “You got five!” Annie said, “How did you know so fast?” Vince replied, “A two and a three make five!” (Vince pointed to the die as he explained.)

Look for instances when they subitize.

For each child, pay attention to the following details as you observe:

- what objects or other visual stimuli the child is subitizing
- the quantity the child subitizes
- how accurately the child subitizes

SKB: Addition Problems			Solves increasingly complex addition problems.					
Domain: Mathematics			Strand: Operations and Algebraic Thinking			Learning Progression: Number Operations		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
					Adds one more to a small set of objects (totals up to 4) to make a set that is more.	Solves simple addition problems (totals up to 5) by joining two small sets of objects and counting the total.	Solves simple addition problems (totals up to 10) by joining two sets of like objects (e.g., apples and apples) or two sets of related objects (e.g., apples and oranges) and counting the total.	Solves simple addition problems (totals up to 10), using objects, fingers, or drawings, starting from a given number and counting on to find the sum.
					EXAMPLE Carlos and Lee each had four markers at the table. Carlos took another one out of the bucket and said, “Now I have more than you.”	EXAMPLE Joan and Lulu were playing with trucks on separate ends of the carpet. Joan drove her two trucks to meet Lulu’s three trucks. Joan counted all the trucks and said, “Now we have five trucks!”	EXAMPLE Lindsey was in charge of distributing pencils at the blue and red tables and said, “There are four kids at the blue table and four kids at the red table.” Lindsey stopped to count all the kids, touching each one on the shoulder as she counted. She said, “There are eight kids, so I need eight pencils.”	EXAMPLE Jim was working to solve the addition problem $4 + 5$. He counted out four fingers on one hand and all five on the other hand. He looked at the hand with all five fingers up and said, “Five.” Then he wiggled and counted each finger that was up on the other hand and said, “Six, seven, eight, nine. Four plus five equals nine.”

Look for instances when they recognize differences in quantity between sets of objects and solve addition problems

- For each child, pay attention to the following details as you observe:
- what objects make up the sets
 - what quantities make up each set
 - what the total is when the sets are combined
 - whether the child relies on concrete objects or uses some other strategy to solve the addition problem(s) (e.g., creating representational drawings)
 - whether the child counts on from the amount in one set to find the total

SKB: Sorting and Classifying			Sorts and classifies objects by an increasing number of attributes.					
Domain: Mathematics			Strand: Measurement and Data			Learning Progression: Classification		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to other people.	Interacts differently with familiar versus unfamiliar people or familiar versus unfamiliar objects.		Demonstrates knowledge of common categories (e.g., animals vs. vehicles) through play.	Sorts and classifies objects into two groups by one attribute (e.g., color, shape, texture).	Sorts and classifies objects into more than two groups by one attribute, including measurable attributes (e.g., size, length, height).	Sorts and classifies objects by one attribute, and then further sorts each group by a second attribute.	Sorts and classifies objects by two attributes at one time (e.g., color and shape; type and size).	Sorts and classifies objects based on subtle attributes: purpose, use, or personal preference or experience (e.g., sorts toy animals by “ones I’ve seen” and “ones I’ve never seen”).
EXAMPLE Zola looked at another child.	EXAMPLE Yesterday, we had a new parent come to visit our classroom. When the new parent said, “Hi,” to Zander, Zander turned away from the new parent and moved closer to me.		EXAMPLE Celia took a basket of toys, selected the farm animals, and put them in a toy barn. She then took the cars out of the basket and parked them in a toy garage.	EXAMPLE George was eating colored cereal for his snack. He spread all of the pieces out on a napkin and sorted them by color (red and yellow).	EXAMPLE Dee sorted and classified the stuffed animals by size in the play corner. She put the “big” animals on the chair, the “medium” animals on the couch, and the “tiny” animals on the table.	EXAMPLE Nick was playing with a set of magnetic blocks. He sorted and classified them all by color (blue, green, purple, and orange) and then mixed them all together before sorting and classifying them again by shape (triangle, square, diamond, and rectangle).	EXAMPLE Nathaniel picked up the bin containing cars and trucks of different sizes. He dumped the bin onto the carpet and sorted the vehicles into four piles: big cars, small cars, big trucks, and small trucks.	EXAMPLE Jaime sorted and classified the books on the shelf into three piles. She named them “books I’ve read,” “books I want to read,” and “books I haven’t read but don’t really want to read.”

Look for instances when they sort and classify objects.

For each child, pay attention to the following details as you observe:

- what objects the child is sorting and classifying
- what prompts the child to sort and classify the objects
- what attributes the child sorts and classifies the objects by
- how accurately the child sorts and classifies the objects

SKB: Two-Dimensional Shapes			Explores two-dimensional shapes and expands ability to match, identify, and describe two-dimensional shapes.					
Domain: Mathematics			Strand: Geometry			Learning Progression: Shapes		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to objects.	Explores objects of different shapes.	Adapts behaviors with objects based on their shape (e.g., rolls a ball; stacks a few large blocks).	Matches simple shapes in play through trial-and- error.	Matches a few basic two-dimensional shapes (e.g., circle, square, triangle).	Matches and identifies a variety of two-dimensional shapes.	Identifies two-dimensional shapes in several different sizes and orientations.	Describes defining attributes of common two- dimensional shapes (e.g., triangles are closed and have three sides).	Compares defining attributes of common two- dimensional shapes (e.g., triangles have three sides but squares have four sides).
EXAMPLE Quinn looked at a star shape in a picture book of simple shapes we were looking at together.	EXAMPLE Monica reached for a ball in the basket next to her. A few moments later, she took a soft block out of the same basket, looking at it closely.	EXAMPLE Lazarus stacked three blocks on top of each other. Later that morning he gathered a few balls and rolled them down a ramp.	EXAMPLE Pema grasped a triangle block in her hand and tried dropping it into a circle-shaped hole, but it didn't fit. Then she found the triangle hole and dropped the block through the triangle-shaped opening.	EXAMPLE Gabriel was working on a puzzle that required him to match a triangle piece to a triangular hole, a circle piece to a circular hole, and a square piece to a square hole. Gabriel completed the puzzle accurately.	EXAMPLE After working with magnetic tiles, Clara named each shape in the set (triangle, square, diamond, rectangle, and oval) and accurately placed them on a piece of paper with the shapes drawn on it.	EXAMPLE Lucas was looking at a picture of a park scene and was able to identify shapes regardless of their size or orientation (circle: balloons, sun, bicycle tires; square: hopscotch game, window; triangle: kite, sign; and rectangle: picnic table).	EXAMPLE During a math mini-lesson, Adalyn raised her hands to describe a triangle. She said, "Triangles have three points and three sides."	EXAMPLE When Adam was trying to fit his cookie in a small square compartment in his lunchbox, Ethan said, "You only have space for something square to go in your box, Adam. The hole there has four sides but your heart cookie is curved—it won't fit in."

Look for instances when they match two-dimensional shapes, identify these shapes, and describe their defining attributes.

For each child, pay attention to the following details as you observe:

- what shape(s) the child is matching/identifying/describing
- which specific skill the child is demonstrating related to the two-dimensional shape(s): matching, identifying, and/or describing
- how accurately the child matches/identifies/describes the two-dimensional shape(s)

SCIENCE

SKB: Explore, Examine, and Investigate				Explores objects and people and expands ability to gather and communicate information about them.				
Domain: Science				Strand: Skills and Processes/Life Science		Learning Progression: Inquiry and Observation		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Explores objects and people.	Interacts differently with people versus inanimate objects.	Examines new or unfamiliar things before interacting with them or acting on them.	Repeats actions on objects or living things to gather information about them.	Exhibits interest in and curiosity about objects and living things by repeating the same actions in different situations to compare effects.	Asks “why” or “what” questions about objects, living things, and natural events, and seeks answers by examining and describing their attributes.	Asks a broad range of questions (e.g., “how,” “what if...”) about objects, living things, and natural events, and describes actions, details, and changes that are directly observable.	Asks specific questions about the relationship between two objects, living things, or natural events; carries out observations and simple investigations to answer the questions; and communicates findings (e.g., draws pictures, dictates explanations).	Generates predictions about two objects, living things, or natural events by applying past knowledge to current observations, planning, and carrying out observations and investigations to gather information, and communicating findings in a variety of ways (e.g., keeps logs that include pictures, explanations, charts, and graphs).

Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
EXAMPLE Renee touched my face when sitting on my lap during story time.	EXAMPLE Tony held a soft plush ball with a bell inside, shaking it while looking at me and smiling.	EXAMPLE When I placed a new toy in the room, Allysa looked at it intently before playing with it.	EXAMPLE Zachery lightly stroked his finger over and over again on a fuzzy leaf of a lamb’s ear plant outside. Then he picked up another leaf from the same plant and lightly stroked it in the same way.	EXAMPLE Tonya rode a tricycle on the paved area of the playground. Then she paused before turning the tricycle into the sand. After a few attempts to turn her wheels where she only moved forward a few inches, Tonya stopped and said, “I can’t go!”	EXAMPLE Derrick examined a cicada on the tree in the play yard. He asked, “What’s this?” When I explained that it was an insect called a cicada, Derrick got closer to it. He said, “I see lines on the wings. Can it fly?” Then he asked, “Why are his eyes on the side of his head?”	EXAMPLE When Harrison brought a plastic prism to school today, Nicole asked, “Can I see that?” She said, “I can see rainbow colors on the table with the light!” Nicole asked, “If we had a really big prism, could we make the whole classroom look like a rainbow?”	EXAMPLE A butterfly and a moth were found on the playground. Asha asked what the difference is between a butterfly and a moth. I suggested she get out the magnifying glass to look at them. She did and said, “The butterfly has colors and is big. The moth is gray and is smaller.”	EXAMPLE Today, Hitesh was working at the science table to determine which objects would float when put in water and which would sink. He had a large bucket of different objects he was testing. Hitesh selected one object at a time; made a guess whether it would float or sink; tried it out in the water; and then recorded his findings on a chart with two columns, one labeled “Floats” and the other labeled “Sinks.” Hitesh explained what he was finding out to any children who showed an interest.

Look for instances when they are exploring the natural world.

For each child, pay attention to the following details as you observe:

- what is explored, examined, or investigated
- which senses are used to explore
- which questions are asked about what is explored
- how investigations are done
- how findings are communicated

SOCIAL STUDIES

SKB: Rules at Home and School			Responds to adult requests/expectations and expands ability to understand the reasons for them.					
Domain: Social Studies			Strand: Government			Learning Progression: Responsible Behavior		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to communication of others.		Demonstrates some awareness of adult requests/expectations.	Complies* with specific adult requests with adult guidance, sometimes following adult requests on own.	Identifies simple rules used at home and at school, but cannot tell why it is important to follow them.	Identifies simple rules used at home and at school, and explains the importance of following them in terms of compliance (e.g., “cause Mommy’ll be mad”).	Identifies rules used at home and at school and can give a basic reason why the rules should be followed (e.g., “so we won’t get hurt”).	Identifies rules used at home and at school, and explains how each rule promotes order, safety, and/or fairness.	Explains how the rules used at home and at school promote order, safety, and fairness, and describes what life would be like if the rules were not followed.
EXAMPLE Billy looked at me when I spoke.		EXAMPLE Beatrice looked up and paused when I said to “use walking feet” in the classroom, but then continued to run to her cubby.	EXAMPLE Marta sometimes hangs up her art smock when I say, “I notice that you are done painting. Please go and hang up your smock in the smock area.” She almost always follows through with my request when I walk alongside her to the smock area and wait for her to hang it up.	EXAMPLE Alexander turned to Phillip, who had gotten up without pushing in his chair, and said, “Push your chair like I did.” When I asked Alexander to tell Phillip why it is important to push the chairs in when we get up, Alexander shrugged his shoulders and said, “I don’t know.”	EXAMPLE When asked to explain why it is important to follow rules, Genevieve said, “Cause they are rules and we have to.” She identified “don’t climb on the kitchen table” as a home rule, but when I asked her why, she said, “Cause Mommy said so.”	EXAMPLE Robin told Kara “don’t run in the hallways” when Kara was running down the hallway. I asked Robin why and she said, “So you don’t fall down.” When I asked her why it was important to not fall down, Robin said, “So you don’t get hurt.”	EXAMPLE When asked what rules help us stay safe when crossing a street, Jake said, “Look both ways before you cross a street.” He then explained, “A car could come, and maybe it won’t see you, and it might run over you, or the driver might have an accident. You have to stop and look first to be safe.”	EXAMPLE Carson identified “help keep the classroom tidy” as a school rule and said, “If we didn’t, it would be a mess! Stuff would be all over the place, and we couldn’t find things, and we couldn’t get our work done. We might get hurt tripping over the stuff.” Then Carson added, “And everyone has to help. It wouldn’t be fair if just a few of us did the picking up.”

*Complies with = follows

Look for instances when they identify home and school rules and explain their importance.

For each child, pay attention to the following details as you observe:

- which home and school rules the child identifies
- what reasons the child gives for following the rules
- how well the child relates the reasons for following rules to order, safety, and fairness
- how insightful the child’s understanding is of the impact that not following rules has on people’s lives

PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT

SKB: Locomotor Skills★			Moves whole body with increasing control, coordination, and balance.					
Domain: Physical Well-Being and Motor Development			Strand: Physical Education			Learning Progression: Coordination – Large Motor		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Moves body or body parts with increasing control.	Moves body through space.	Moves through space in upright position with limited coordination and balance on even, flat surfaces.	Demonstrates ability to move in upright position across different flat surfaces or some sloped surfaces.	Demonstrates a variety of locomotor skills with limited control, coordination, and balance (e.g., jumps down from a step with both feet).		Demonstrates a variety of locomotor skills with some control, coordination, and balance (e.g., hops on one foot a few times in a row).	Demonstrates a variety of locomotor skills with nearly complete control, coordination, and balance (e.g., hops on one foot several times, followed by several hops on other foot).	Demonstrates a variety of locomotor skills with complete control, coordination, and balance (e.g., hops sideways six steps; jumps and turns so that feet land in opposite direction from starting position).
EXAMPLE Bethany made movements with her arms and hands when I turned on music.	EXAMPLE Daniel used his body to move toward a soft ball that rolled just out of his reach.	EXAMPLE Mallory walked toward me without assistance, but when the tile floor became carpet, she grasped the side of the wall before continuing to walk toward me.	EXAMPLE Ehli walked across the carpet and over the tumbling pad on the floor. He then grasped the railing and walked up a small ramp to the platform where I was seated.	EXAMPLE Jessica walked up a short flight of stairs, using alternating feet on each step. Later, she placed both feet on each step as she walked down the stairs.		EXAMPLE Lana ran all the way around the playground, making sharp turns to avoid obstacles, using one hand to steady herself at times.	EXAMPLE Haerin said, “I can hop across the room! Watch me go!” Then Haerin hopped across the room on one foot, periodically switching feet, and reached the opposite wall.	EXAMPLE Blake skipped across the playground to where his friends were playing jump rope. Blake joined in and jumped 15 times without tripping over the rope or stopping.

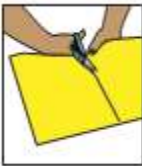
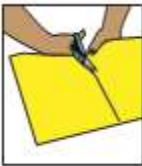
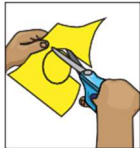
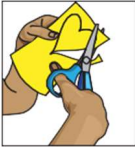
- Look for instances when they demonstrate locomotor skills.
- For each child, pay attention to the following details as you observe:
- what the situation is that provides the opportunity for the child to demonstrate the locomotor skill
 - what locomotor skill the child demonstrates (e.g., jumping, hopping)
 - what skill level the child demonstrates
 - how much control, coordination, and balance the child displays when demonstrating the locomotor skill

SKB: Spatial Awareness ★			Uses objects with increasing awareness and coordination of the body.					
Domain: Physical Well-Being and Motor Development			Strand: Physical Education			Learning Progression: Coordination – Large Motor		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of parts of body.	Adjusts body or body parts to reach or control objects.	Explores how body and objects fit in relation to one another (e.g., attempts to fit body through an opening in a tunnel, adjusts soft block to fit through tunnel).	Adjusts the position of body or objects to move or fit in relation to one another.	Demonstrates spatial awareness and limited coordination in using objects during active play (e.g., throws a ball underhand by moving arm down and back).		Demonstrates spatial awareness and some coordination in using objects during active play (e.g., throws a ball overhand by moving arm up and back, using upper- trunk rotation and opposite arm-leg movement).	Demonstrates spatial awareness and nearly complete coordination in using objects during active play (e.g., throws a ball overhand to hit a close target by moving arm up and back, using upper-trunk rotation and opposite arm-leg movement).	Demonstrates spatial awareness and complete coordination in using objects during active play (e.g., throws a ball overhand to hit a distant target by moving arm up and back, using upper-trunk rotation and opposite arm-leg movement).
EXAMPLE Ani looked at her hand as she moved it around.	EXAMPLE Roberto reached toward a large soft block on the floor. He wrapped his arms around the block, hugging it close to his body.	EXAMPLE Mona moved toward the opening of a soft tunnel. When her head bumped into the opening of the tunnel, she crouched down low and slithered through.	EXAMPLE Nathan picked up a large rectangular cushion from the floor and turned it lengthwise. He then placed the cushion on a low rectangular wooden bench and laid his body down on the cushion to read a book.	EXAMPLE Edith tossed a stuffed toy to Paul when he requested it at naptime. Edith threw it underhand and it landed on the cot.		EXAMPLE Victor, Holly, and Lizzie were kicking a soccer ball back and forth. Victor kicked the ball to each girl. Victor’s passes were slightly off target, which required the girls to run to meet the ball each time.	EXAMPLE Jill was practicing throwing a ball at a target during recess. Jill threw the ball overhand and hit close to the target.	EXAMPLE Stephanie was playing soccer with some friends during recess. After dribbling the ball down the small field, Stephanie got her body in position to shoot (putting her left foot next to the ball, eyeing her target, and getting her body in position so she could guide her foot to hit the ball). The ball glided through the small cones that marked the goal posts.

Look for instances when they demonstrate spatial awareness.

For each child, pay attention to the following details as you observe:

- what the situation is that provides the opportunity for the child to demonstrate spatial awareness
- what parts of the child’s body are engaged in the movement
- how much control, coordination, and balance the child displays when demonstrating spatial awareness

SKB: Tool and Object Manipulation ★			Manipulates tools or objects using hands with increasing coordination and control.					
Domain: Physical Well-Being and Motor Development			Strand: Physical Education			Learning Progression: Coordination – Small Motor		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Uses body to explore objects.	Uses part of body to manipulate objects.	Uses an object in a goal-directed way.	Manipulates tools/objects with limited control and coordination of hands, fingers, and wrists to perform fine motor tasks.	Manipulates tools/ objects with limited coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks (e.g., “snips” the edges of a piece of paper with scissors, sometimes cutting the paper into 2 or more pieces).		Manipulates tools/ objects with some coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks (e.g., cuts across the paper in a fairly straightforward direction by holding scissors with 1 hand and paper with the other).	Manipulates tools/objects with nearly precise coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks (e.g., cuts out simple shapes by holding scissors and paper correctly).	Manipulates tools/ objects with precise coordination of hands, fingers, and wrists, as well as eye-hand coordination, to perform fine motor tasks (e.g., cuts out complex shapes by holding scissors and paper correctly).
EXAMPLE Jamie turned his body toward a nearby ball and reached out to touch it.	EXAMPLE Alexia reached toward a small toy car, wrapped her fingers around it, and grabbed it.	EXAMPLE Jorge grasped a knobbed puzzle piece, turned it around in his hand, and then released it onto the puzzle board.	EXAMPLE Summer held scissors with both hands and squeezed the handles together as the blades pressed down on the edge of a piece of paper I was holding for her, making a small cut on the edge of the paper. 	EXAMPLE When Suzie was asked to cut a piece of paper into two pieces, she held the scissors with both hands and made snips along the edge of the paper (photo in file). 		EXAMPLE When Jorge was asked to cut along a line across a piece of paper, he held the scissors in one hand and the paper in the other and cut along the line, staying on or close to the line across the entire page (photo in file). 	EXAMPLE When Jane was asked to cut out the circle on a piece of paper, she held the scissors and paper, turning the paper along the curve of the circle, and cutting on or fairly close to the line all the way around the circle (photo in file). 	EXAMPLE When Kyle was asked to cut out the heart shape on a piece of paper, he held the scissors, turning the paper as he cut all the way around the heart on or close to the line (photo in file). 

Look for instances when they manipulate tools/objects.

For each child, pay attention to the following details as you observe:

- what tool/object the child is manipulating
- the positions of the hands, fingers, and wrists during the tool/object manipulation
- what level of eye-hand coordination the child demonstrates as he/she manipulates the tool/object

SKB: Safe and Unsafe Behaviors			Identifies safe and unsafe behaviors in increasingly complex situations.					
Domain: Physical Well-Being and Motor Development			Strand: Health			Learning Progression: Safety and Injury Prevention		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to communication of others.	Needs direct adult guidance to stay safe.		Seeks information or assistance from adult in challenging or unsafe situations.	Identifies safe and unsafe behaviors in familiar situations.		Identifies safe and unsafe behaviors in familiar situations, and describes the consequences of the unsafe behaviors.		Identifies safe and unsafe behaviors in familiar and unfamiliar situations, and describes the consequences of the unsafe behaviors.
EXAMPLE Jeremiah shifted his eye gaze when I pointed or looked at him.	EXAMPLE Sara moved toward the door of the classroom. I noticed a parent opening the door to come in, so I communicated to Sara, "Wait," as I quickly stopped the door from opening, to ensure that it did not bump into Sara.		EXAMPLE Jacob climbed three rungs of a geodome climber, paused, and called me over. He gestured "down" and reached for me with one hand.	EXAMPLE When his friend Gilly was running in the hallway, Jonathan put out his hand and said, "Gilly, no." Jonathan pointed to the picture on the wall that showed a child running in the hallway with a big red X on it.		EXAMPLE Marla lined up a group of dolls and said, "You children should never play with matches. You could burn the house down!"		EXAMPLE During a read-aloud of a text about the danger of talking to strangers, Dennis raised his hand to contribute to the conversation. He said, "Kids should really stay with adults all the time. If they're alone outside, a grown-up they don't know might try to take them, and then they could get lost or hurt."

- Look for instances when they identify safe and unsafe behaviors.
- For each child, pay attention to the following details as you observe:
- what situation inspires the identification of safe and/or unsafe behavior(s)
 - how familiar the situation being discussed is
 - the level of detail with which the child can describe the safe and/or unsafe behavior(s)

SKB: Personal Care and Basic Health ★			Performs an increasing number of personal care tasks and basic health practices with decreasing reliance on adult support.					
Domain: Physical Well-Being and Motor Development			Strand: Health			Learning Progression: Personal Care Tasks		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Responds to communication of others.	Attends to care routine or moves body in response to it.		Cooperates with adult during personal care tasks and basic health routines.	Performs parts of some personal care tasks and basic health practices with adult modeling and assistance (e.g., removes own jacket but needs help with zipper; blows nose when a tissue is held to it).	Completes some personal care tasks and follows basic health practices with some adult assistance (e.g., removes and puts on own jacket but needs help with zipper; blows nose when given a tissue).	Completes some personal care tasks and follows basic health practices on own, but usually needs adult reminders (e.g., removes and puts on own jacket, unzipping and zipping it; gets own tissue when needing to blow nose).	Completes most personal care tasks and follows basic health practices on own but needs occasional adult reminders.	Completes most personal care tasks and follows basic health practices independently.
EXAMPLE Roland oriented toward me when I pointed or looked at him.	EXAMPLE Rudy leaned his nose into the tissue when I held it out in front of him to wipe his nose.		EXAMPLE Sheila held her hand out for the soap when I assisted her in washing her hands before snack.	EXAMPLE When William had a runny nose, I showed him how to hold the tissue over his nose and blow.	EXAMPLE Marisa washed and rinsed her hands on her own. Marisa said, “Help, please,” when she tried to get a towel out of the dispenser to dry her hands.	EXAMPLE Marc got a tissue and blew his nose on his own, but I had to remind him to throw his used tissue in the trash.	EXAMPLE Solomon washed and dried his hands on his own. I asked him to check to see that the tap was off because it was dripping, and Solomon turned the handle all the way until the dripping stopped.	EXAMPLE Erica put on her jacket without any assistance, zipping it up all the way to her chin, before going outside.

Look for instances when they perform personal care tasks and follow basic health practices.

- For each child, pay attention to the following details as you observe:
- the personal care task or basic health practice the child performs
 - what the child does to perform the personal care task or basic health practice
 - what the child needs help with, if anything, in order to be successful

FINE ARTS

SKB: Engaging in Dramatic Play			Engages in increasingly complex games or social play with adults and peers.					
Domain: Fine Arts			Strand: Theatre			Learning Progression: Theatre		
Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5
Attends to communication of others.	Engages in familiar games with adults that involve repeating a single action.	Imitates parts of simple games with adult (e.g., peek-a-boo, pat-a-cake).	Plays social games with a peer by assuming simple roles (e.g., one child is the mommy and one is the baby, one child is serving lunch to another).	Engages with peers in dramatic play of familiar routines and scenarios.	Engages with peers and coordinates roles in dramatic play of familiar characters, routines, and stories.	Engages with peers in extended periods of dramatic play around an idea related to an experience or observation.	Engages with peers in a dramatic play sequence about an experience or observation, offering specific details, solutions to problems, and other related ideas.	Creates, with peers, imaginary worlds comprised of characters, settings, and stories in dramatic play and story dramatization.
EXAMPLE Taylin moved her body toward me when I said her name.	EXAMPLE I rolled a ball to Rose, and she swung her arm into the ball to roll it in my direction.	EXAMPLE Joshua sits facing me and pats his hands together and then extends his hands toward my hands as we sing, “Pat-a-cake.”	EXAMPLE Fady signed “I’m the mommy” as she pulled a friend in a wagon in the outside play area.	EXAMPLE When Charlotte was playing in the house area today, she prepared a “pizza” and then served it to her friend Roger and their “family” of dolls.	EXAMPLE Mason used the characters from the fairy tale <i>Goldilocks and the Three Bears</i> in his dramatic play with some of his friends. Mason said, “I will be Papa Bear,” and asked each of his friends to be one of the other bears. He said, “We need a Goldilocks.” Mason went over to Cadie and asked, “Do you want to be Goldilocks?”	EXAMPLE Levi said, “Let’s play soccer!” and asked several friends to play, saying, “You wanna be on the team?” Without a ball, they organized into two teams, prepared seating for others to watch their game, pretended to play a game, and handed out a “trophy” to the winning team.	EXAMPLE When Frank was in the dramatic play area pretending to be in space with some friends, he said, “I saw a cartoon about going to the moon once. We are going to need some helmets to help us breathe.” Later, Frank led the group in making a list of other “supplies for space” and they worked together to collect the supplies from the classroom.	EXAMPLE After the class studied the lifecycle of a butterfly, Paige said, “I wish kids could fly like butterflies.” Paige has been in the dramatic play area with some friends where they pretend to live in “Fly World.” “In Fly World,” Paige explained, “kids can fly anywhere, and their school is in the sky.”

Look for instances when they engage in dramatic play.

For each child, pay attention to the following details as you observe:

- how the child engages with peers participating in the dramatic play
- what the dramatic play is focused on (a daily home or school routine of the child or a caregiver; a familiar story; a personal experience or observation; an imaginary event, place, or person; etc.)
- how long the child remains engaged in the dramatic play
- how detailed and involved the dramatic play is



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DCY (Rev. 12/2024)

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