



# Curriculum Alignment with

## Desired Results Developmental Profile

Grade: Ages 25 to 36 months - Adopted: 2015

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 1:	Attention Maintenance – Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Attends or responds briefly to people, things, or sounds  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 1:	Attention Maintenance – Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Maintains attention, on own or with adult support, during brief activities  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 1:	Attention Maintenance – Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Maintains attention, with adult support, during activities that last for extended periods of time  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 1:	Attention Maintenance – Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier

DESCRIPTOR		<p>Maintains attention on own during activities that last for extended periods of time</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>
------------	--	---

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 1:	Attention Maintenance – Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>There are no later levels for this measure</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 09- Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 9.1 Engages in or focuses on a teacher-directed activity for short periods of time</p>

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 2:	Self-Comforting – Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds to internal or external stimulation in basic ways</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 2:	Self-Comforting – Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Engages in behaviors that have previously worked to soothe self</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 2:	Self-Comforting – Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Comforts self in different ways, based on the situation</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
--------	--	--

<b>MEASURE-DEFINITION</b>	<b>ATL-REG 2:</b>	<b>Self-Comforting – Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 2:</b>	<b>Self-Comforting – Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		<p>There are no later levels for this measure</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 3:</b>	<b>Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Responds to facial expressions or vocalizations in basic ways</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 3:</b>	<b>Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Imitates approximations of single simple actions or sounds when interacting with others</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
---------------	--	---

<b>MEASURE-DEFINITION</b>	<b>ATL-REG 3:</b>	<b>Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Imitates actions</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

<b>DESCRIPTOR</b>		<p>Repeats familiar words or gestures by others when interacting with them</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
-------------------	--	---

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 3:</b>	<b>Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Imitates a few actions</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

<b>DESCRIPTOR</b>		<p>Repeats familiar actions or words experienced at an earlier time</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
-------------------	--	--

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 3:</b>	Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Imitates multiple steps of others’ actions  <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

<b>DESCRIPTOR</b>		Repeats phrases, experienced at an earlier time  <u>Progress Monitoring Skills</u> 2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes
-------------------	--	--

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 3:</b>	Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		There are no later levels for this measure  <u>Progress Monitoring Skills</u> 2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book  2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 4:</b>	Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Responds to people, things, or sounds  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 4:</b>	Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events
<b>CATEGORY</b>		Responding

<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Notices new or unexpected characteristics or actions of people or things</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 4:</b>	Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Explores people or things in the immediate environment</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 4:</b>	Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Explores new ways to use familiar things, including simple trial and error</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginative objects in play</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 4:</b>	<b>Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Explores through simple observations, or manipulations, or asking simple questions</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 4:</b>	<b>Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		<p>Explores by engaging in specific observations, manipulations, or by asking specific questions</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 4:</b>	<b>Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Carries out simple investigations using familiar strategies, tools, or sources of information</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress</p>



		<p>Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>
--	--	---

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 4:</b>	<b>Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events</b>
<b>CATEGORY</b>		Integrating
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Carries out multi-step investigations, using a variety of strategies, tools, or sources of information</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 5:</b>	<b>Self-Control of Feelings and Behavior – Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
<b>MEASURE-DEFINITION</b>	<b>ATL-REG 5:</b>	<b>Self-Control of Feelings and Behavior – Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p>

<b>DOMAIN</b>		<b>ATL-REG — Approaches to Learning–Self-Regulation</b>
---------------	--	---

<b>MEASURE-DEFINITION</b>	<b>ATL-REG 5:</b>	<b>Self-Control of Feelings and Behavior – Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed  <u>Progress Monitoring Skills</u> 2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 1:</b>	<b>Identity of Self in Relation to Others – Child shows increasing awareness of self as distinct from and also related to others</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		Uses senses to explore self and others  <u>Progress Monitoring Skills</u> 2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 1:</b>	<b>Identity of Self in Relation to Others – Child shows increasing awareness of self as distinct from and also related to others</b>
<b>CATEGORY</b>		<b>Exploring</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		Recognizes self and familiar people  <u>Progress Monitoring Skills</u> 2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play  2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress

		<p><b>Monitoring Skill: 37.1</b> Identifies his/her family members and family practices (traditions, songs, food, language)</p> <p><b>2 Year Olds: 37-</b> Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p><b>Monitoring Skill: 37.2</b> Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p><b>2 Year Olds: 37-</b> Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p><b>Monitoring Skill: 37.3</b> Identifies similarities and differences between self and peers</p>
--	--	---

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 1:</b>	<b>Identity of Self in Relation to Others – Child shows increasing awareness of self as distinct from and also related to others</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name)</p> <p><u><b>Progress Monitoring Skills</b></u></p> <p><b>2 Year Olds: 37-</b> Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p><b>Monitoring Skill: 37.1</b> Identifies his/her family members and family practices (traditions, songs, food, language)</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 1:</b>	<b>Identity of Self in Relation to Others – Child shows increasing awareness of self as distinct from and also related to others</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Expresses simple ideas about self and connection to others</p> <p><u><b>Progress Monitoring Skills</b></u></p> <p><b>2 Year Olds: 12-</b> Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p><b>2 Year Olds: 12-</b> Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p><b>2 Year Olds: 12-</b> Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p><b>2 Year Olds: 15-</b> Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p><b>2 Year Olds: 15-</b> Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p><b>2 Year Olds: 16-</b> Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p><b>2 Year Olds: 16-</b> Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p><b>2 Year Olds: 16-</b> Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p><b>2 Year Olds: 16-</b> Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p>

		<p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
--	--	---

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 1:</b>	<b>Identity of Self in Relation to Others – Child shows increasing awareness of self as distinct from and also related to others</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		<p>Describes self or others based on physical characteristics</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 1:</b>	<b>Identity of Self in Relation to Others – Child shows increasing awareness of self as distinct from and also related to others</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<b>Describes own preferences or feelings</b>

		<p><b><u>Progress Monitoring Skills</u></b>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>
--	--	---

DESCRIPTOR		<p>Describes the feelings or desires of family members, friends, or other familiar people</p> <p><b><u>Progress Monitoring Skills</u></b>  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.1 Identifies his/her family members and family practices (traditions, songs, food, language)</p>
------------	--	---

DOMAIN		<b>SED — Social and Emotional Development</b>
MEASURE-DEFINITION	SED 1:	Identity of Self in Relation to Others – Child shows increasing awareness of self as distinct from and also related to others
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Compares own preferences or feelings to those of others</p> <p><b><u>Progress Monitoring Skills</u></b>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.2 Communicates needs, opinions, ideas and preferences</p> <p>2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.3 Identifies differences between self and others</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress</p>

		<p>Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.2 Identifies self as an individual with unique characteristics (hair color, age, name)</p> <p>2 Year Olds: 37- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 37.3 Identifies similarities and differences between self and peers</p>
--	--	--

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 2:</b>	<b>Social and Emotional Understanding – Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Responds to faces, voices, or actions of other people</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 2:</b>	<b>Social and Emotional Understanding – Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</b>
<b>CATEGORY</b>		<b>Exploring</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 2:</b>	<b>Social and Emotional Understanding – Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</b>
<b>CATEGORY</b>		<b>Exploring</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Adjusts behavior in response to emotional expressions of people who are less familiar</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 2:</b>	<b>Social and Emotional Understanding – Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</b>

<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Identifies own or others' feelings</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 2:</b>	<b>Social and Emotional Understanding – Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		<p>Communicates, with adult assistance, about feelings that caused own behavior or others' behavior</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 2:</b>	<b>Social and Emotional Understanding – Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Communicates ideas about why one has a feeling or what will happen as a result of a feeling</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.1 Identifies emotions in self</p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 2:</b>	<b>Social and Emotional Understanding – Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics</b>
<b>CATEGORY</b>		<b>Integrating</b>

<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Communicates ideas about how own or another's personality affects how one thinks, feels, and acts</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Identifies emotions of others</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 3:</b>	Relationships and Social Interactions with Familiar Adults – Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Responds to faces, voices, or actions of familiar people</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 3:</b>	Relationships and Social Interactions with Familiar Adults – Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Shows a preference for familiar adults and tries to interact with them</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 3:</b>	Relationships and Social Interactions with Familiar Adults – Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Interacts in simple ways with familiar adults and tries to maintain the interactions</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains</p>



		<p>focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>
--	--	--

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 3:</b>	<b>Relationships and Social Interactions with Familiar Adults – Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Initiates activities with familiar adults</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p>

<b>DESCRIPTOR</b>		<p>Seeks out assistance or support from familiar adults</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Uses adult support to cope with strong emotions</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations</p> <p>2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.2 Seeks adult support to solve peer conflicts</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>
-------------------	--	---

		2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play
--	--	--

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 3:</b>	<b>Relationships and Social Interactions with Familiar Adults – Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 3:</b>	<b>Relationships and Social Interactions with Familiar Adults – Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 3:</b>	<b>Relationships and Social Interactions with Familiar Adults – Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Takes initiative in creating cooperative activities with a familiar adult  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend

		or make-believe play  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations
--	--	---

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 3:</b>	<b>Relationships and Social Interactions with Familiar Adults – Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults</b>
<b>CATEGORY</b>		Integrating
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 15- Develop relationships with adults: Progress Monitoring Skill: 15.1 Asks familiar adults for help when encountering difficult tasks or situations

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 4:</b>	<b>Relationships and Social Interactions with Peers – Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Plays alongside other children, rarely interacting with them  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 4:</b>	<b>Relationships and Social Interactions with Peers – Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later

DESCRIPTOR		<p>Interacts in simple ways with familiar peers as they play side by side</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
------------	--	---

DOMAIN		<b>SED — Social and Emotional Development</b>
MEASURE-DEFINITION	SED 4:	<b>Relationships and Social Interactions with Peers – Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</b>
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes</p>

		and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions
--	--	---

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 4:</b>	<b>Relationships and Social Interactions with Peers – Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		<p>Participates in extended episodes of cooperative play (including pretend play) with one or two friends</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 4:</b>	<b>Relationships and Social Interactions with Peers – Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Initiates sustained episodes of cooperative play (including pretend play), particularly with friends</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p>

		<p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
--	--	--

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 4:	Relationships and Social Interactions with Peers – Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Organizes or participates in planning cooperative play activities with several peers, particularly with friends</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p>

		<p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
--	--	--

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 5:</b>	Symbolic and Sociodramatic Play – Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Explores people and objects in a variety of ways</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 5:</b>	Symbolic and Sociodramatic Play – Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Uses or combines objects in functional or meaningful ways</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 5:</b>	Symbolic and Sociodramatic Play – Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Pretends that an object represents another object or serves a different purpose</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p>

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
---------------	--	---

<b>MEASURE-DEFINITION</b>	<b>SED 5:</b>	<b>Symbolic and Sociodramatic Play – Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Engages in pretend-play sequences  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 5:</b>	<b>Symbolic and Sociodramatic Play – Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		Engages in pretend play with others around a shared idea  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play  2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal

<b>DOMAIN</b>		<b>SED — Social and Emotional Development</b>
<b>MEASURE-DEFINITION</b>	<b>SED 5:</b>	<b>Symbolic and Sociodramatic Play – Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Engages in roles in pretend-play sequences with others  <u>Progress Monitoring Skills</u> 2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 10- Engages in a progression of individualized and



		<p>imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>
--	--	--

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 5:	Symbolic and Sociodramatic Play – Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play</p> <p>2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.2 Uses pretend or imaginary objects in play</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 1:	Understanding of Language (Receptive) – Child understands increasingly complex communication and language
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds to voices, sounds, gestures, or facial expressions in basic ways</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 1:	Understanding of Language (Receptive) – Child understands increasingly complex communication and language
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)</p> <p><u>Progress Monitoring Skills</u>            2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations
--	--	--

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 1:</b>	<b>Understanding of Language (Receptive) – Child understands increasingly complex communication and language</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Recognizes a few frequently used words or gestures in familiar situations</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2  Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3  Follows multi-step directions with adult reminders</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4  Responds to simple questions</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1  Understands the meaning of common words like body parts and words used in books and songs</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 1:</b>	<b>Understanding of Language (Receptive) – Child understands increasingly complex communication and language</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		<p>Shows understanding of a variety of single words</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2  Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3  Follows multi-step directions with adult reminders</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4  Responds to simple questions</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1  Understands the meaning of common words like body parts and words used in books and songs</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 1:</b>	<b>Understanding of Language (Receptive) – Child understands increasingly complex communication and language</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Shows understanding of frequently used simple phrases or sentences</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes</p>

		and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers
--	--	--

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 1:</b>	<b>Understanding of Language (Receptive) – Child understands increasingly complex communication and language</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		Shows understanding of a wide variety of phrases or sentences  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 1:</b>	<b>Understanding of Language (Receptive) – Child understands increasingly complex communication and language</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions  2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 1:</b>	<b>Understanding of Language (Receptive) – Child understands increasingly complex communication and language</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		Shows understanding of language that refers to abstract concepts, including imaginary events  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
---------------	--	--

MEASURE-DEFINITION	LLD 1:	Understanding of Language (Receptive) – Child understands increasingly complex communication and language
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Shows understanding of a series of complex statements that explain how or why things happen  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 2:	Responsiveness to Language – Child communicates or acts in response to language and responds to increasingly complex language
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Responds to voices, sounds, gestures, or facial expressions in basic ways  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 2:	Responsiveness to Language – Child communicates or acts in response to language and responds to increasingly complex language
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)  <u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 2:	Responsiveness to Language – Child communicates or acts in response to language and responds to increasingly complex language
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Responds to a few frequently used words or gestures in familiar situations  <u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions  2 Year Olds: 18- Acquires vocabulary introduced in conversations,

		activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs
--	--	--

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 2:</b>	<b>Responsiveness to Language – Child communicates or acts in response to language and responds to increasingly complex language</b>
<b>CATEGORY</b>		<b>Exploring</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Responds to simple comments that relate to a present situation</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 2:</b>	<b>Responsiveness to Language – Child communicates or acts in response to language and responds to increasingly complex language</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Responds to one-step requests or questions that involve a familiar activity or routine</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 2:</b>	<b>Responsiveness to Language – Child communicates or acts in response to language and responds to increasingly complex language</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		Carries out a one-step request that relates to a new or an unfamiliar activity or situation

		<p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>
--	--	--

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 2:</b>	<b>Responsiveness to Language – Child communicates or acts in response to language and responds to increasingly complex language</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Carries out multi-step requests that involve a familiar activity or situation</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 2:</b>	<b>Responsiveness to Language – Child communicates or acts in response to language and responds to increasingly complex language</b>
<b>CATEGORY</b>		<b>Integrating</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Carries out multi-step requests that involve a new or unfamiliar activity or situation</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Follows multi-step directions with adult reminders</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 3:</b>	<b>Communication and Use of Language (Expressive) – Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Makes sounds spontaneously</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
---------------	--	--

<b>MEASURE-DEFINITION</b>	<b>LLD 3:</b>	<b>Communication and Use of Language (Expressive) – Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Uses sounds, gestures, or facial expressions to communicate</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 3:</b>	<b>Communication and Use of Language (Expressive) – Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Uses a few “first words,” word-like sounds, or gestures to communicate</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		<p>Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>
--	--	---

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 3:</b>	<b>Communication and Use of Language (Expressive) – Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		<p>Uses a variety of single words to communicate</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 3:</b>	<b>Communication and Use of Language (Expressive) – Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Uses two words together to communicate</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 3:</b>	<b>Communication and Use of Language (Expressive) – Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Uses short phrases or sentences of more than two words to communicate</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 3:</b>	<b>Communication and Use of Language (Expressive) – Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to



		<p>communicate</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>
--	--	---

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 3:</b>	<b>Communication and Use of Language (Expressive) – Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Uses pronouns such as I, me and mine</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 3:</b>	<b>Communication and Use of Language (Expressive) – Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</b>
<b>CATEGORY</b>		<b>Integrating</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 4:</b>	<b>Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Responds to sounds or movements of others in basic ways</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations
--	--	--

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 4:</b>	<b>Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 4:</b>	<b>Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations</b>
<b>CATEGORY</b>		<b>Exploring</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences</p>

		<p>to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
--	--	---

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 4:</b>	<b>Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		<p>Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 13- Engages in self-expression: Progress Monitoring Skill: 13.2 Expresses a range of emotions through facial expressions, sounds, gestures or words</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.4 Responds to simple questions</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 4:</b>	<b>Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later

DESCRIPTOR		<p>Engages in brief back-and-forth communication, combining words to communicate meaning</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
------------	--	---

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 4:	Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Engages in brief back-and-forth communication, using short phrases and sentences</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.4 Can be understood by familiar peers and adults most of the time</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language:</p>

		Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals
--	--	--

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 4:</b>	<b>Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		<p>Engages in brief conversations with a shared focus</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 4:</b>	<b>Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p>

		<p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>
--	--	---

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 4:</b>	<b>Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations</b>
<b>CATEGORY</b>		Integrating
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Engages in multiple back-and-forth communicative interactions with adults and peers</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses three to four words sentences to communicate wants and needs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.3 Asks simple "Wh" questions like "Why?" or "What's that?"</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.5 Uses vocabulary words from books and songs</p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.6 Uses vocabulary to describe objects or actions, including pronouns and plurals</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 5:</b>	<b>Interest in Literacy – Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Attends or responds to people or things in basic ways</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 5:</b>	<b>Interest in Literacy – Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later

DESCRIPTOR		<p>Plays with books</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
------------	--	--

DESCRIPTOR		<p>Responds to other literacy activities</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
------------	--	---

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 5:	Interest in Literacy – Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Attends briefly to a familiar adult reading books, singing songs, or saying rhymes</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 5:	Interest in Literacy – Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later

DESCRIPTOR		<p>Looks at books on own briefly</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
------------	--	---

DESCRIPTOR		<p>Chooses to join reading, singing, or rhyming activities led by an adult</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
------------	--	--

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 5:	Interest in Literacy – Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Looks at books page by page</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>

DESCRIPTOR		<p>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read</p>
------------	--	---



		<p>to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
--	--	---

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 5:</b>	<b>Interest in Literacy – Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 22- Develops early phonological awareness (discriminates the sounds of language): Progress Monitoring Skill: 22.1 Listens to and imitates sounds in familiar songs, chants and nursery rhymes</p> <p>2 Year Olds: 43- Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 5:</b>	<b>Interest in Literacy – Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Use imagination and creativity with a variety of open ended materials to express self</p> <p>2 Year Olds: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Engages and persists in dramatic play and may take on characteristics of a person, familiar character or animal</p>

<b>DOMAIN</b>		<b>LLD — Language and Literacy Development</b>
<b>MEASURE-DEFINITION</b>	<b>LLD 5:</b>	<b>Interest in Literacy – Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</b>
<b>CATEGORY</b>		<b>Integrating</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>

DESCRIPTOR		<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.1 Uses pictures to talk about a book</p> <p>2 Year Olds: 21- Acquires meaning from a variety of materials read to him/her : Progress Monitoring Skill: 21.2 Identifies preferred or favorite books</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Shows an interest in books and print</p> <p>2 Year Olds: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 Holds the book and turns the pages when pretending to read</p>
------------	--	---

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 1:	Spatial Relationships – Child increasingly shows understanding of how objects move in space or fit in different spaces
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Moves body parts in basic ways</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 1:	Spatial Relationships – Child increasingly shows understanding of how objects move in space or fit in different spaces
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Attends or responds as objects, people, or own body move through space</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 1:	Spatial Relationships – Child increasingly shows understanding of how objects move in space or fit in different spaces
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier

DESCRIPTOR		<p>Explores how self or objects fit in or fill up different spaces</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
------------	--	--

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 1:	Spatial Relationships – Child increasingly shows understanding of how objects move in space or fit in different spaces
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 1:	Spatial Relationships – Child increasingly shows understanding of how objects move in space or fit in different spaces
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to</p>

		<p>complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p> <p>2 Year Olds: 27- Explores and communicates about distance, weight, length, height, and time: Progress Monitoring Skill: 27.1 Develops vocabulary for length, weight and height</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p> <p>2 Year Olds: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Matches basic shapes (circle, square)</p>
--	--	--

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 1:	Spatial Relationships – Child increasingly shows understanding of how objects move in space or fit in different spaces
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>There are no later levels for this measure</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 2:	Classification – Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Selects some objects that are similar from a collection of objects</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial</p>

		relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
--	--	--

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 2:</b>	<b>Classification – Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Sorts objects into two groups based on one attribute, but not always accurately</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 2:</b>	<b>Classification – Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		<p>Sorts objects accurately into two or more groups based on one attribute</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 2:</b>	<b>Classification – Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns:  Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial</p>

		relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together
--	--	--

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 2:</b>	<b>Classification – Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes</b>
<b>CATEGORY</b>		Integrating
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies simple patterns in the environment</p> <p>2 Year Olds: 28- Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Sorts or compares objects by one attribute (color, or shape, or size)</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 Flips, slides and rotates objects to make them fit together</p>

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 3:</b>	<b>Number Sense of Quantity – Child shows developing understanding of number and quantity</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Responds to changes in the number of objects observed or interacted with</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects</p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p> <p>2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group</p>

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 3:</b>	<b>Number Sense of Quantity – Child shows developing understanding of number and quantity</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Demonstrates awareness of quantity</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects</p> <p>2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five</p> <p>2 Year Olds: 26- Manipulates, compares, and describes relationships</p>

		using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group
--	--	---

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 3:</b>	<b>Number Sense of Quantity – Child shows developing understanding of number and quantity</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Uses number names, but not always correctly, in situations related to number or quantity  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 3:</b>	<b>Number Sense of Quantity – Child shows developing understanding of number and quantity</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Identifies small quantities without counting, up to three  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.1 Subitizes up to two objects  2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five  2 Year Olds: 26- Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.1 Identifies more or less with a small set of objects (up to 3) and with adult support adds to or takes away from the group

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 3:</b>	<b>Number Sense of Quantity – Child shows developing understanding of number and quantity</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		Counts up to five objects using one-to-one correspondence  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five

<b>DESCRIPTOR</b>		Recites numbers in order, one through ten  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
-------------------	--	--

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 3:</b>	<b>Number Sense of Quantity – Child shows developing understanding of number and quantity</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Later

DESCRIPTOR		Shows understanding that the last number counted is the total number of objects in the group  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five
------------	--	---

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 3:	Number Sense of Quantity – Child shows developing understanding of number and quantity
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence  <u>Progress Monitoring Skills</u> 2 Year Olds: 25- Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 25.2 Counts in sequence up to five

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 8:	Cause and Effect – Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Tries out different behaviors to cause effects  <u>Progress Monitoring Skills</u> 2 Year Olds: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Experiments with familiar objects to solve problems

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 9:	Inquiry Through Observation and Investigation – Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Responds to people, things, or sounds  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Explores the environment with purpose  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Tries new ways to complete tasks or use materials  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.3 Shows imagination and creativity in play  2 Year Olds: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.4 Participates in new experiences and seeks adult support when problems arise  2 Year Olds: 20- Uses increasingly complex spoken language:



		Progress Monitoring Skill: 20.1 Uses words, signs and simple phrases to initiate or extend conversations
--	--	--

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 9:</b>	<b>Inquiry Through Observation and Investigation – Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Engages in simple purposeful explorations of familiar objects in the environment  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 9:</b>	<b>Inquiry Through Observation and Investigation – Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Engages in sustained explorations  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 9:</b>	<b>Inquiry Through Observation and Investigation – Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions  2 Year Olds: 46- Uses prior knowledge to build new knowledge:

		Progress Monitoring Skill: 46.2 Makes connections between objects and ideas
--	--	---

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 9:</b>	<b>Inquiry Through Observation and Investigation – Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time)  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Uses simple tools in play and when exploring the environment (magnifying glass, spoons, measuring cups)  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 With adult prompting, uses clues to make predictions

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 9:</b>	<b>Inquiry Through Observation and Investigation – Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</b>
<b>CATEGORY</b>		<b>Integrating</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest  <u>Progress Monitoring Skills</u> 2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 With adult support, discusses observations about objects and events in the environment  2 Year Olds: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.2 Makes connections between objects and ideas

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 11:</b>	<b>Knowledge of the Natural World – Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		Interacts with objects or people  <u>Progress Monitoring Skills</u> 2 Year Olds: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Initiates play independently and maintains focus with adult supports  2 Year Olds: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Engages in pretend or make-believe play  2 Year Olds: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Participates in play and

		<p>learning activities with a small group of children for short periods of time</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows empathy by expressing care and concern for others</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Seeks out other children for parallel play</p> <p>2 Year Olds: 16- Develops relationships with peers: Progress Monitoring Skill: 16.4 Selects preferred peers for play</p> <p>2 Year Olds: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Follows one-step directions</p>
--	--	---

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 11:</b>	Knowledge of the Natural World – Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Shows interest in the characteristics of living or nonliving things in the environment</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 11:</b>	Knowledge of the Natural World – Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
<b>MEASURE-DEFINITION</b>	<b>COG 11:</b>	Knowledge of the Natural World – Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats)</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Investigates a number and variety of plants and animals</p>

<b>DOMAIN</b>		<b>COG — Cognition, Including Math and Science</b>
---------------	--	--

<b>MEASURE-DEFINITION</b>	<b>COG 11:</b>	<b>Knowledge of the Natural World – Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics</b>
<b>CATEGORY</b>		Integrating
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle)</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 33- Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Begins to understand how living things grow and change (puppy to dog, chick to hen)</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 1:</b>	<b>Perceptual-Motor Skills and Movement Concepts – Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Identifies sense organs (nose, mouth, eyes, ears, hands)</p> <p>2 Year Olds: 31- Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses the senses to observe and explore the environment</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 1:</b>	<b>Perceptual-Motor Skills and Movement Concepts – Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Responds to sensory information by moving body or limbs to reach for or move toward people or objects</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

		<p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 1:</b>	<b>Perceptual-Motor Skills and Movement Concepts – Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Uses sensory information to control body while exploring people, objects, or changes in the physical environment</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Participates in a variety of sensory experiences</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 1:</b>	<b>Perceptual-Motor Skills and Movement Concepts – Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Demonstrates awareness of major body parts by exploring their movement potential</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space</p>

		<p>and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Understands the meaning of common words like body parts and words used in books and songs</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 1:</b>	Perceptual-Motor Skills and Movement Concepts – Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Tries different ways to coordinate movements of large or small body parts</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 1:</b>	Perceptual-Motor Skills and Movement Concepts – Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		<p>Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

		<p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
--	--	---

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 1:	Perceptual-Motor Skills and Movement Concepts – Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 1:	Perceptual-Motor Skills and Movement Concepts – Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Anticipates and then adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p>



		<p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 With adult support begins to demonstrate understanding of directions through songs, finger plays and games</p>
--	--	--

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 2:	Gross Locomotor Movement Skills – Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Moves in basic and often involuntary ways</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 2:	Gross Locomotor Movement Skills – Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Moves two or more body parts together, often with intention</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>



		<p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 2:</b>	<b>Gross Locomotor Movement Skills – Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 2:</b>	<b>Gross Locomotor Movement Skills – Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Coordinates basic movements in an upright position without using support</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 2:</b>	<b>Gross Locomotor Movement Skills – Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Coordinates movements, in an upright position, that momentarily move whole body off the ground</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring</p>

		<p>Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 2:</b>	<b>Gross Locomotor Movement Skills – Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		<p>Coordinates and controls individual locomotor movements, with some success</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 2:</b>	<b>Gross Locomotor Movement Skills – Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Combines and coordinates two or more locomotor movements together in effective ways, with some success</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p>

		<p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 2:</b>	<b>Gross Locomotor Movement Skills – Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)</b>
<b>CATEGORY</b>		Integrating
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Combines a variety of locomotor movements and moves effectively across a range of activities</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Moves in basic and often involuntary ways</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
---------------	--	--

<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Uses arms, legs, or body to move toward or reach for people or objects</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Uses arms, legs, or body to engage in simple, repeated actions on objects</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		<p>Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with</p>

		<p>people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Manipulates objects, using one or more body parts, with limited stability</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Manipulates objects, using one or more body parts, with stability but limited coordination</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child’s relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements

		<p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 3:</b>	<b>Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)</b>
<b>CATEGORY</b>		<b>Integrating</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring Skill: 3.2 Shows purpose and coordination when interacting with people and objects</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>

		<p><b>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</b></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p><b>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</b></p>
--	--	--

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 4:</b>	<b>Fine Motor Manipulative Skills – Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional task</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Moves arms or hands in basic ways</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p> <p><b>Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</b></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p> <p><b>Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</b></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p><b>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</b></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p><b>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</b></p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 4:</b>	<b>Fine Motor Manipulative Skills – Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional task</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Uses arms or hands to make contact with objects in the environment</p> <p><u>Progress Monitoring Skills</u></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring</p> <p><b>Skill: 3.1 Utilizes sensory input and body awareness to understand how the body interacts with people and objects</b></p> <p>2 Year Olds: 03- Demonstrate an awareness of the body in space and child's relationship to objects in space: Progress Monitoring</p> <p><b>Skill: 3.2 Shows purpose and coordination when interacting with people and objects</b></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p> <p><b>Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</b></p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress</p> <p><b>Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</b></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p> <p><b>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</b></p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress</p>

		Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
--	--	--

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 4:</b>	<b>Fine Motor Manipulative Skills – Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional task</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Grasps objects with entire hand  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 4:</b>	<b>Fine Motor Manipulative Skills – Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional task</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		Grasps objects with fingers and thumb  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 4:</b>	<b>Fine Motor Manipulative Skills – Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional task</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers  2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 4:</b>	<b>Fine Motor Manipulative Skills – Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional task</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier



DESCRIPTOR		<p>Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress  Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress  Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
------------	--	--

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 4:	Fine Motor Manipulative Skills – Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional task
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Manipulates objects with both hands doing different movements</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 06- Demonstrates fine motor skills: Progress  Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress  Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 4:	Fine Motor Manipulative Skills – Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional task
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Manipulates objects, using hands, with strength, accuracy, and coordination</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 05- Demonstrates gross motor skills: Progress  Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress  Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress  Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress  Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 4:	Fine Motor Manipulative Skills – Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional task
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Performs, with efficiency, a variety of tasks that require precise manipulation of small objects

		<p><b><u>Progress Monitoring Skills</u></b>  2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Shows increased balance, coordination and endurance</p> <p>2 Year Olds: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Maintains balance and posture when moving from one position to another during indoor and outdoor play</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 5:</b>	<b>Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Reacts to unpleasant stimulation or events in basic ways</p> <p><b><u>Progress Monitoring Skills</u></b>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 5:</b>	<b>Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Responds to situations that make child feel unsafe</p> <p><b><u>Progress Monitoring Skills</u></b>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 5:</b>	<b>Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</b>
<b>CATEGORY</b>		<b>Exploring</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Follows adults' guidance about basic safety practices</p> <p><b><u>Progress Monitoring Skills</u></b>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care</p>

		<p>and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>
--	--	--

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 5:</b>	<b>Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<p>Follows basic safety practices, with close adult supervision</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 5:</b>	<b>Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Middle</b>
<b>DESCRIPTOR</b>		<p>Follows basic safety practices on own in familiar environments, with occasional adult reminders</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Verbalizes simple safety rules</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 5:</b>	<b>Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</b>
<b>CATEGORY</b>		<b>Building</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<p>Applies basic safety practices on own across different situations</p> <p><u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 01- Practices healthy and safe habits: Progress</p>

		<b>Monitoring Skill: 1.2 Verbalizes simple safety rules</b>  <b>2 Year Olds: 01- Practices healthy and safe habits: Progress</b> <b>Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</b>
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 5:</b>	<b>Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities</b>
<b>CATEGORY</b>		<b>Integrating</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<b>Communicates an understanding of some safety practices to others</b>  <u><b>Progress Monitoring Skills</b></u> <b>2 Year Olds: 01- Practices healthy and safe habits: Progress</b> <b>Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</b>  <b>2 Year Olds: 01- Practices healthy and safe habits: Progress</b> <b>Monitoring Skill: 1.2 Verbalizes simple safety rules</b>  <b>2 Year Olds: 01- Practices healthy and safe habits: Progress</b> <b>Monitoring Skill: 1.3 Cooperates with adults when in unsafe situations</b>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 6:</b>	<b>Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Earlier</b>
<b>DESCRIPTOR</b>		<b>Responds in basic ways during personal care routines that involve hygiene</b>  <u><b>Progress Monitoring Skills</b></u> <b>2 Year Olds: 01- Practices healthy and safe habits: Progress</b> <b>Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</b>  <b>2 Year Olds: 06- Demonstrates fine motor skills: Progress</b> <b>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</b>  <b>2 Year Olds: 06- Demonstrates fine motor skills: Progress</b> <b>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</b>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 6:</b>	<b>Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene</b>
<b>CATEGORY</b>		<b>Responding</b>
<b>DEVELOPMENTAL LEVEL</b>		<b>Later</b>
<b>DESCRIPTOR</b>		<b>Responds in ways that demonstrate awareness of a hygiene routine</b>  <u><b>Progress Monitoring Skills</b></u> <b>2 Year Olds: 01- Practices healthy and safe habits: Progress</b> <b>Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</b>  <b>2 Year Olds: 06- Demonstrates fine motor skills: Progress</b> <b>Monitoring Skill: 6.1 Coordinates the use of hands and fingers</b>  <b>2 Year Olds: 06- Demonstrates fine motor skills: Progress</b> <b>Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to</b>

		complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.
--	--	--

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 6:</b>	<b>Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Anticipates one or two steps of a hygiene routine</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 6:</b>	<b>Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Participates in own hygiene routines, with an adult</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 6:</b>	<b>Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Carries out some steps of own hygiene routines, with specific adult guidance or demonstration</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 6:</b>	<b>Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Middle
<b>DESCRIPTOR</b>		<p>Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 6:</b>	<b>Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		<p>Initiates and carries out most steps of familiar hygiene routines on own</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 6:</b>	<b>Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene</b>
<b>CATEGORY</b>		Integrating
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		<p>Initiates and completes familiar hygiene routines on own</p> <p><u>Progress Monitoring Skills</u>  2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers</p> <p>2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Adjusts the use of hands, arms and fingers to complete tasks that require hand-eye coordination such as painting, puzzles, folding paper, scribbling, turning pages.</p>

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
---------------	--	--

<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 7:</b>	<b>Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Responds in basic ways during feeding  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 7:</b>	<b>Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Shows interest in participating in the process of being fed  <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 7:</b>	<b>Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Feeds self some finger food items  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 7:</b>	<b>Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Feeds self some foods using a spoon and cup, sometimes needing help  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 7:</b>	<b>Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Feeds self a wide variety of foods using a spoon, fork, and an open cup  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 7:</b>	<b>Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Serves self or others by scooping or pouring from containers  <u>Progress Monitoring Skills</u> 2 Year Olds: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Coordinates the use of hands and fingers

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 7:</b>	<b>Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency</b>
<b>CATEGORY</b>		Integrating
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Prepares simple foods to serve to self or others  <u>Progress Monitoring Skills</u> 2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Expresses preferences about food likes and dislikes  2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Recognizes healthy foods  2 Year Olds: 02- Participates in activities related to nutrition: Progress Monitoring Skill: 2.3 Notifies an adult when hungry or thirsty

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 8:</b>	<b>Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Responds in basic ways during dressing  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 8:</b>	<b>Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self</b>
<b>CATEGORY</b>		Responding
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Responds in ways that demonstrate awareness of a dressing routine  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 8:</b>	<b>Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Anticipates one or two steps of a dressing routine  <u>Progress Monitoring Skills</u>



		2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines
--	--	---

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 8:</b>	<b>Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self</b>
<b>CATEGORY</b>		Exploring
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Participates with adult in dressing self  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 8:</b>	<b>Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Puts on clothing that is simple to manipulate, sometimes with adult assistance  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 8:</b>	<b>Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self</b>
<b>CATEGORY</b>		Building
<b>DEVELOPMENTAL LEVEL</b>		Later
<b>DESCRIPTOR</b>		Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines

<b>DOMAIN</b>		<b>PD-HLTH — Physical Development–Health</b>
<b>MEASURE-DEFINITION</b>	<b>PD-HLTH 8:</b>	<b>Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self</b>
<b>CATEGORY</b>		Integrating
<b>DEVELOPMENTAL LEVEL</b>		Earlier
<b>DESCRIPTOR</b>		Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)  <u>Progress Monitoring Skills</u> 2 Year Olds: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 With adult support begins to initiate self care and personal hygiene routines