



Curriculum Alignment with

Desired Results Developmental Profile

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		<p>Attends or responds briefly to people, things, or sounds</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings</p> <p>Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach</p> <p>Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says "Up" while picking up baby.</p> <p>Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</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		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Shifts attention frequently from one person or thing to another

		<p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings</p> <p>Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach</p> <p>Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
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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></p> <p>Infants: 14- Demonstrates self-control: 14.1-4 Depends on simple routines adult(s) provide Self-soothes when an adult holds, rocks, or talks to him/her Responds to negative and positive reactions Develops an awareness of transitions and schedule/routines with adult prompts</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></p> <p>Infants: 14- Demonstrates self-control: 14.1-4 Depends on simple routines adult(s) provide Self-soothes when an adult holds, rocks, or talks to him/her Responds to negative and positive reactions Develops an awareness of transitions and schedule/routines with adult prompts</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> Infants: 14- Demonstrates self-control: 14.1-4 Depends on simple routines adult(s) provide Self-soothes when an adult holds, rocks, or talks to him/her Responds to negative and positive reactions Develops an awareness of transitions and schedule/routines with adult prompts</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		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<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> Infants: 14- Demonstrates self-control: 14.1-4 Depends on simple routines adult(s) provide Self-soothes when an adult holds, rocks, or talks to him/her Responds to negative and positive reactions Develops an awareness of transitions and schedule/routines with adult prompts</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		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>There are no later levels for this measure</p> <p><u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control: 14.1-4 Depends on simple routines adult(s) provide Self-soothes when an adult holds, rocks, or talks to him/her Responds to negative and positive reactions Develops an awareness of transitions and schedule/routines with adult prompts</p>

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 3:	Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds to facial expressions or vocalizations in basic ways</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people’s emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p>

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MEASURE-DEFINITION	ATL-REG 3:	Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Imitates approximations of single simple actions or sounds when interacting with others</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults) Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 3:	Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Imitates actions</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults) Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

DESCRIPTOR		<p>Repeats familiar words or gestures by others when interacting with them</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 15- Develops relationships with adults:</p>
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		<p>15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
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DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 3:	Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Imitates a few actions</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

DESCRIPTOR		<p>Repeats familiar actions or words experienced at an earlier time</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
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MEASURE-DEFINITION	ATL-REG 3:	Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Imitates multiple steps of others' actions</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults) Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

DESCRIPTOR		<p>Repeats phrases, experienced at an earlier time</p> <p><u>Progress Monitoring Skills</u> Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
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DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 3:	Imitation – Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>There are no later levels for this measure</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults) Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

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

CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds to people, things, or sounds</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says "Up" while picking up baby. Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 4:	Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Notices new or unexpected characteristics or actions of people or things</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects</p>

		<p>around them and tries to grab things that are out of reach</p> <p>Infants: 09- Demonstrates self-control:</p> <p>9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 47- Demonstrates problem-solving skills:</p> <p>47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
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DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 4:	Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Explores people or things in the immediate environment</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction:</p> <p>7.1 Exhibits interest in people and things in his/her surroundings</p> <p>Infants: 08- Demonstrates interest and curiosity:</p> <p>8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach</p> <p>Infants: 09- Demonstrates self-control:</p> <p>9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p>

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MEASURE-DEFINITION	ATL-REG 4:	Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Carries out simple investigations using familiar strategies, tools, or sources of information</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p>

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MEASURE-DEFINITION	ATL-REG 4:	Curiosity and Initiative in Learning – Child explores the environment in increasingly focused ways to learn about people, things, materials, and events
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Carries out multi-step investigations, using a variety of strategies, tools, or sources of information</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for</p>

		an object a peer is holding Infants: 31- Demonstrates scientific inquiry skills: 31.1-2 Observes and explores objects using all senses Responds to what he/she sees, hears, tastes, and smells
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DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 5:	Self-Control of Feelings and Behavior – Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer’s face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 5:	Self-Control of Feelings and Behavior – Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support <u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer’s face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding

DOMAIN		ATL-REG — Approaches to Learning–Self-Regulation
MEASURE-DEFINITION	ATL-REG 5:	Self-Control of Feelings and Behavior – Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time
CATEGORY		Building

DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed</p> <p><u>Progress Monitoring Skills</u> Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p>

DOMAIN		SED — Social and Emotional Development
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		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds in basic ways to others</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>

DOMAIN		SED — Social and Emotional Development
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		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Recognizes self and familiar people</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: 12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 35- Demonstrates an awareness of and the need to protect his/her environment: 35.1 Notices familiar people and objects in his/her environment Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs</p>

DOMAIN		SED — Social and Emotional Development
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		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name)</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: 12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror Infants: 35- Demonstrates an awareness of and the need to protect his/her environment: 35.1 Notices familiar people and objects in his/her environment</p>

DOMAIN		SED — Social and Emotional Development
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		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Expresses simple ideas about self and connection to others</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: 12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p>

		<p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs</p>
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DOMAIN		SED — Social and Emotional Development
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		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Describes self or others based on physical characteristics</p> <p><u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: 12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs</p>

DOMAIN		SED — Social and Emotional Development
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		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Describes own preferences or feelings</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 17- Listens to conversation for a variety of purposes and</p>

		<p>demonstrates comprehension:</p> <p>17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p>
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DESCRIPTOR		<p>Describes the feelings or desires of family members, friends, or other familiar people</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:</p> <p>35.1 Notices familiar people and objects in his/her environment</p>
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DOMAIN		SED — Social and Emotional Development
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><u>Progress Monitoring Skills</u></p> <p>Infants: 12- Develops self-awareness:</p> <p>12.1-4 Responds to image of self Responds to his/her name Is aware of his/her own abilities/preferences Likes to look at self in a mirror</p> <p>Infants: 15- Develops relationships with adults:</p> <p>15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>36.1 Experiences his/her families celebrations, food, songs</p>

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 2:	Social and Emotional Understanding – Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds to faces, voices, or actions of other people</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer’s face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer’s face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people’s emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby. Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 2:	Social and Emotional Understanding – Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter</p>

		the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding
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DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 2:	Social and Emotional Understanding – Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Adjusts behavior in response to emotional expressions of people who are less familiar <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 2:	Social and Emotional Understanding – Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Identifies own or others' feelings <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 2:	Social and Emotional Understanding – Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle

DESCRIPTOR		<p>Communicates, with adult assistance, about feelings that caused own behavior or others' behavior</p> <p><u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p>
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DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 2:	Social and Emotional Understanding – Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<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> Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p>

DOMAIN		SED — Social and Emotional Development
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MEASURE-DEFINITION	SED 2:	Social and Emotional Understanding – Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Communicates ideas about how own or another’s personality affects how one thinks, feels, and acts</p> <p><u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer’s face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p>

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 3:	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
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds to faces, voices, or actions of familiar people</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer’s face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer’s face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people’s emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations,</p>

		activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby. Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people
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DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 3:	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
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Shows a preference for familiar adults and tries to interact with them <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 3:	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
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Interacts in simple ways with familiar adults and tries to maintain the interactions <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 3:	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
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Initiates activities with familiar adults <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents

DOMAIN		SED — Social and Emotional Development
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MEASURE-DEFINITION	SED 3:	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
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		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> Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 3:	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
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		Seeks a familiar adult’s ideas or explanations about events or experiences that are interesting to the child <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 3:	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
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Takes initiative in creating cooperative activities with a familiar adult <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents

DOMAIN		SED — Social and Emotional Development
MEASURE-DEFINITION	SED 3:	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
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems <u>Progress Monitoring Skills</u>

		<p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
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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		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Shows awareness of other people, including children</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</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		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Shows interest in other children</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings</p>

		<p>Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach</p> <p>Infants: 09- Demonstrates self-control:</p> <p>9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 47- Demonstrates problem-solving skills:</p> <p>47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
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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		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Plays alongside other children, rarely interacting with them</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</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		Exploring

DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Interacts in simple ways with familiar peers as they play side by side</p> <p><u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</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		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> Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</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		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Participates in extended episodes of cooperative play (including pretend play) with one or two friends</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 11- Demonstrates a cooperative and flexible approach to</p>

		<p>play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p>
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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		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Initiates sustained episodes of cooperative play (including pretend play), particularly with friends</p> <p><u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</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> Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p>

		<p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p>
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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		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds to people or objects in basic ways</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</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		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Explores people and objects in a variety of ways</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity:</p>

		<p>8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach</p> <p>Infants: 09- Demonstrates self-control:</p> <p>9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p>
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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		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Engages in pretend-play sequences</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</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		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Engages in pretend play with others around a shared idea</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p>

DOMAIN		SED — Social and Emotional Development
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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		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Engages in roles in pretend-play sequences with others</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</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></p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p>

		46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other
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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> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people’s emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</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> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people’s emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby. Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”) Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 1:	Understanding of Language (Receptive) – Child understands increasingly complex communication and language
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Recognizes a few frequently used words or gestures in familiar situations</p> <p><u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 1:	Understanding of Language (Receptive) – Child understands increasingly complex communication and language
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Shows understanding of a variety of single words</p> <p><u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 1:	Understanding of Language (Receptive) – Child understands increasingly complex communication and language
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities</p> <p><u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p>

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		<p>Responds to voices, sounds, gestures, or facial expressions in basic ways</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people’s emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations,</p>

		activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.
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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		<p>Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements)</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people’s emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby. Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”) Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p>

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		<p>Responds to a few frequently used words or gestures in familiar situations</p> <p><u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p>

DOMAIN		LLD — Language and Literacy Development
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MEASURE-DEFINITION	LLD 2:	Responsiveness to Language – Child communicates or acts in response to language and responds to increasingly complex language
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds to one-step requests or questions that involve a familiar activity or routine</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says "Up" while picking up baby.</p>

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		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Carries out a one-step request that relates to a new or an unfamiliar activity or situation</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says "Up" while picking up baby.</p>

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		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Carries out multi-step requests that involve a familiar activity or situation</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds</p>

		to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.
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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		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Carries out multi-step requests that involve a new or unfamiliar activity or situation</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension:</p> <p>17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people’s emotions and often seems happy Watches speaker intently</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 3:	Communication and Use of Language (Expressive) – Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Makes sounds spontaneously</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 3:	Communication and Use of Language (Expressive) – Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Uses sounds, gestures, or facial expressions to communicate</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says "Up" while picking up baby.</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with "m," "b")</p> <p>Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 3:	Communication and Use of Language (Expressive) – Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Uses a few "first words," word-like sounds, or gestures to communicate</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth</p>

		<p>and hands</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes</p> <p>Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:</p> <p>18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes:</p> <p>19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
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DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 3:	Communication and Use of Language (Expressive) – Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Uses a variety of single words to communicate</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p>

DOMAIN		LLD — Language and Literacy Development
MEASURE-DEFINITION	LLD 3:	Communication and Use of Language (Expressive) – Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Uses two words together to communicate</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 20- Uses increasingly complex spoken language:</p> <p>20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent</p>

		while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)
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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		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds to sounds or movements of others in basic ways</p> <p><u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people’s emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</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		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering</p>

		<p>with “m,” “b”)</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>
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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		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<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></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says “Up” while picking up baby.</p> <p>Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone</p> <p>Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling (“ah,” “eh,” “oh”) and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with “m,” “b”)</p> <p>Infants: 44- Uses dramatic play to express creativity: 44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p>

DOMAIN		LLD — Language and Literacy Development
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MEASURE-DEFINITION	LLD 4:	Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<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> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 19- Uses nonverbal communication for a variety of purposes: 19.1-6 Communicates needs and wants through nonverbal gestures and facial expressions Communicates feelings through facial expressions Makes sounds to show joy and displeasure Laughs aloud Raises arms to familiar adult Moves arms and legs when looking at someone Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with "m," "b") Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</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		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Engages in brief back-and-forth communication, combining words to communicate meaning</p> <p><u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language: 20.1-5 Engages in back and forth vocal play with adults Uses crying and other vocal signals to communicate Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds Begins to say consonant sounds (jabbering with "m," "b")</p>

DOMAIN		LLD — Language and Literacy Development
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MEASURE-DEFINITION	LLD 4:	Reciprocal Communication and Conversation – Child engages in back-and-forth communication that develops into increasingly extended conversations
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas <u>Progress Monitoring Skills</u> Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people

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		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Attends or responds to people or things in basic ways <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says "Up" while picking up baby.

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		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Plays with books <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: 21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 23- Demonstrates awareness of print concepts : Infants: 23- Demonstrates awareness of print concepts :

DESCRIPTOR		Responds to other literacy activities <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: 21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 23- Demonstrates awareness of print concepts : Infants: 23- Demonstrates awareness of print concepts :
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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> Infants: 21- Acquires meaning from a variety of materials read to him/her: 21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: 36.1 Experiences his/her families celebrations, food, songs Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity: 43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</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> Infants: 21- Acquires meaning from a variety of materials read to him/her: 21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 23- Demonstrates awareness of print concepts : Infants: 23- Demonstrates awareness of print concepts :</p>

DESCRIPTOR		<p>Chooses to join reading, singing, or rhyming activities led by an adult</p> <p><u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: 21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 25- Organizes, represents, and builds knowledge of quantity</p>
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		<p>and number:</p> <p>25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>36.1 Experiences his/her families celebrations, food, songs</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> <p>43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
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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></p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>22.1 Listens to simple nursery rhymes, songs, and chants</p> <p>Infants: 23- Demonstrates awareness of print concepts :</p> <p>Infants: 23- Demonstrates awareness of print concepts :</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></p> <p>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>22.1 Listens to simple nursery rhymes, songs, and chants</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>36.1 Experiences his/her families celebrations, food, songs</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> <p>43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</p>
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DOMAIN		LLD — Language and Literacy Development
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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		Middle
DESCRIPTOR		<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>Infants: 21- Acquires meaning from a variety of materials read to him/her:</p> <p>21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects</p> <p>Infants: 22- Develops early phonological awareness (awareness of units of sound):</p> <p>22.1 Listens to simple nursery rhymes, songs, and chants</p> <p>Infants: 25- Organizes, represents, and builds knowledge of quantity and number:</p> <p>25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object)</p> <p>Infants: 26- Manipulates, compares, and describes relationships using quantity and number:</p> <p>26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p> <p>Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:</p> <p>36.1 Experiences his/her families celebrations, food, songs</p> <p>Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:</p> <p>43.1-2 Experiments with vocalization and sounds Shakes rattle or uses voice to make sounds</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		Later
DESCRIPTOR		<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>Infants: 10- Engages in a progression of individualized and imaginative play:</p> <p>10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 15- Develops relationships with adults:</p> <p>15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents</p> <p>Infants: 42- Creates, observes, and analyzes visual art forms to develop artistic expression:</p> <p>42.1-3 Explores simple art materials Attends to bright or contrasting colors Shows preference for particular visual stimuli</p> <p>Infants: 44- Uses dramatic play to express creativity:</p> <p>44.1-4 Shows interest in rhymes, fingerplays, and stories with props Participates in fingerplay Responds to volume in tones and inflection Engages in social play (e.g., peek-a-boo) with adults)</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p> <p>46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</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		Integrating
DEVELOPMENTAL LEVEL		Earlier
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> Infants: 21- Acquires meaning from a variety of materials read to him/her: 21.1-2 Shows interest in shared reading experiences and looking at books Explores books as objects Infants: 22- Develops early phonological awareness (awareness of units of sound): 22.1 Listens to simple nursery rhymes, songs, and chants Infants: 23- Demonstrates awareness of print concepts : Infants: 23- Demonstrates awareness of print concepts :</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> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</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> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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		Explores how self or objects fit in or fill up different spaces

		<p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>
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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> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 27- Explores and communicates about distance, weight, length, height, and time: 27.1 Explores objects with different sizes and shapes using all senses Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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> Infants: 27- Explores and communicates about distance, weight, length, height, and time: 27.1 Explores objects with different sizes and shapes using all senses Infants: 30- Explores, recognizes, and describes shapes and shape concepts: 30.1 Notices objects and uses all senses to explore different shapes</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> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>
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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		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Attends to people, objects, or events</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</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		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Interacts differently with familiar people and objects than with unfamiliar people and objects

		<u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: 13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment Infants: 15- Develops relationships with adults: 15.1-5 Responds differently to familiar and unfamiliar adults Develops trust and attachment toward significant adults Imitates examples of affection with familiar adults Knows familiar faces and begins to know if someone is a stranger Likes to play with others, especially parents
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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		Selects some objects that are similar from a collection of objects <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns: 28.1-2 Explores objects with different characteristics Begins to imitate simple sounds and movements

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		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Sorts objects into two groups based on one attribute, but not always accurately <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns: 28.1-2 Explores objects with different characteristics Begins to imitate simple sounds and movements

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		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		Sorts objects accurately into two or more groups based on one attribute <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns: 28.1-2 Explores objects with different characteristics Begins to imitate simple sounds and movements

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		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		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 <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns:

		28.1-2 Explores objects with different characteristics Begins to imitate simple sounds and movements
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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		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		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 <u>Progress Monitoring Skills</u> Infants: 28- Sorts, orders, classifies, and creates patterns: 28.1-2 Explores objects with different characteristics Begins to imitate simple sounds and movements

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 3:	Number Sense of Quantity – Child shows developing understanding of number and quantity
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Responds to people or objects in basic ways <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers Infants: 47- Demonstrates problem-solving skills:

		47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people
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DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 3:	Number Sense of Quantity – Child shows developing understanding of number and quantity
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Responds to changes in the number of objects observed or interacted with</p> <p><u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p>

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 3:	Number Sense of Quantity – Child shows developing understanding of number and quantity
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Demonstrates awareness of quantity</p> <p><u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p>

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 3:	Number Sense of Quantity – Child shows developing understanding of number and quantity
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Identifies small quantities without counting, up to three</p> <p><u>Progress Monitoring Skills</u> Infants: 25- Organizes, represents, and builds knowledge of quantity and number: 25.1-2 Listens to simple songs or fingerplays that involve numbers led by teacher Attends to quantity while playing with objects (e.g., reaches or looks for more than one object) Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p>

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

DESCRIPTOR		<p>Counts up to five objects using one-to-one correspondence</p> <p><u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p>
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DESCRIPTOR		<p>Recites numbers in order, one through ten</p> <p><u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p>
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DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 3:	Number Sense of Quantity – Child shows developing understanding of number and quantity
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Shows understanding that the last number counted is the total number of objects in the group</p> <p><u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p>

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		<p>Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence</p> <p><u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number: 26.1 Listens and observes as adult leads counting songs, reads books or shows objects with numbers</p>

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		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds or shows anticipatory excitement to people, objects, or actions</p> <p><u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues</p>

		<p>to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play:</p> <p>11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers:</p> <p>16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 47- Demonstrates problem-solving skills:</p> <p>47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
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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		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Repeats actions that have effects</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 09- Demonstrates self-control:</p> <p>9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 13- Engages in self-expression:</p> <p>13.1-4 Makes sounds, facial expressions, or body movements to express needs and feelings of comfort or discomfort Uses sounds, facial expressions, or body movements to express simple emotions of contentment or discontentment</p>

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		<p>Tries out different behaviors to cause effects</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 45- Demonstrates awareness of cause and effect:</p> <p>45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p> <p>Infants: 46- Uses prior knowledge to build new knowledge:</p> <p>46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p> <p>Infants: 47- Demonstrates problem-solving skills:</p> <p>47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>

DOMAIN		COG — Cognition, Including Math and Science
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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		Later
DESCRIPTOR		Searches for possible causes of actions, events, or behaviors <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby

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		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Acts on objects to cause a specific result <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby

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		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		Acts in ways that take into account an anticipated result <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby

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		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Offers possible explanations for why certain actions or behaviors result in specific effects <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby

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		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results <u>Progress Monitoring Skills</u> Infants: 45- Demonstrates awareness of cause and effect:

		45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby
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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		<p>Responds to people, things, or sounds</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings</p> <p>Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach</p> <p>Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things</p> <p>Infants: 10- Engages in a progression of individualized and imaginative play: 10.1-3 Manipulates objects and imitates actions he/she observes Loves to play peek-a-boo Observes what is happening in the environment</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: 17.1-5 Reacts to environmental sounds and verbal communication Responds to simple directions Responds to simple words and phrases Responds to other people's emotions and often seems happy Watches speaker intently</p> <p>Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: 18.1-5 Responds to names of familiar people and objects Responds to talking, singing, and/or reading Responds to sounds by making sounds Responds to own name Lifts arms when caregiver gestures or says "Up" while picking up baby.</p> <p>Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>

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		Later
DESCRIPTOR		<p>Attends to responses of objects and people that result from own actions</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>

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		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Engages in simple purposeful explorations of familiar objects in the environment</p> <p><u>Progress Monitoring Skills</u></p> <p>Infants: 31- Demonstrates scientific inquiry skills: 31.1-2 Observes and explores objects using all senses Responds to what he/she sees, hears, tastes, and smells</p>

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		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Engages in sustained explorations

		<u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills: 31.1-2 Observes and explores objects using all senses Responds to what he/she sees, hears, tastes, and smells
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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		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills: 31.1-2 Observes and explores objects using all senses Responds to what he/she sees, hears, tastes, and smells

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		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest <u>Progress Monitoring Skills</u> Infants: 31- Demonstrates scientific inquiry skills: 31.1-2 Observes and explores objects using all senses Responds to what he/she sees, hears, tastes, and smells

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 11:	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
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Attends to people, objects, or events <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: 7.1 Exhibits interest in people and things in his/her surroundings Infants: 08- Demonstrates interest and curiosity: 8.1-4 Shows eagerness and delight in self, others, and surroundings Shows curiosity/interest in his/her surroundings Shows curiosity and interest in people, objects, and events Is curious about objects around them and tries to grab things that are out of reach Infants: 09- Demonstrates self-control: 9.1-5 Examines a toy, rattle or face for a brief period of time Explores a person or object for a minimum of one to three minutes Continues to express distress when needs are not met Repeats actions to make something happen again Begins to focus on interesting things Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter

		<p>the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
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DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 11:	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
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Interacts with objects or people</p> <p><u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding Infants: 35- Demonstrates an awareness of and the need to protect his/her environment: 35.1 Notices familiar people and objects in his/her environment</p>

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 11:	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
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Shows interest in the characteristics of living or nonliving things in the environment</p> <p><u>Progress Monitoring Skills</u> Infants: 33- Demonstrates knowledge related to living things and their environment: 33.1-2 Shows curiosity about people, plants, and animals Discovers body parts</p>

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 11:	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
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or

		behave) <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: 32.1-4 Touches water with adult support and supervision Touches sand and mud with adult support and supervision Observes the sun, clouds, and transition from day to night with adult support Observes different types of weather Infants: 33- Demonstrates knowledge related to living things and their environment: 33.1-2 Shows curiosity about people, plants, and animals Discovers body parts
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DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 11:	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
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		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) <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: 32.1-4 Touches water with adult support and supervision Touches sand and mud with adult support and supervision Observes the sun, clouds, and transition from day to night with adult support Observes different types of weather Infants: 33- Demonstrates knowledge related to living things and their environment: 33.1-2 Shows curiosity about people, plants, and animals Discovers body parts

DOMAIN		COG — Cognition, Including Math and Science
MEASURE-DEFINITION	COG 11:	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
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		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) <u>Progress Monitoring Skills</u> Infants: 32- Demonstrates knowledge related to the dynamic properties of the earth and sky: 32.1-4 Touches water with adult support and supervision Touches sand and mud with adult support and supervision Observes the sun, clouds, and transition from day to night with adult support Observes different types of weather

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		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts

		<p><u>Progress Monitoring Skills</u></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: 4.1-2 Responds to what he/she sees, hears, touches, tastes, and smells Manipulates objects to see what will happen</p> <p>Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another.</p> <p>Infants: 11- Demonstrates a cooperative and flexible approach to play: 11.1-5 Engages in solitary play around other children Looks intently at another infant Looking at others is often paired with excitement Reaches out to touch peer's face, hair, or other body parts Grabs for an object a peer is holding</p> <p>Infants: 16- Develops relationships with peers: 16.1-10 Demonstrates interest/excitement when other children enter the room Engages in solitary play around other children Shows awareness of possible conflicts by crying, turning away, or showing distress Observes peers who are experiencing a need or discomfort Cries if another infant cries Looks intently at another infant Looking at others is often paired with excitement (arms and legs flailing) Reaches out to touch peer's face, hair, or other body part Grabs for an object a peer is holding Reaches for a doll or stuffed animal another infant is holding</p> <p>Infants: 31- Demonstrates scientific inquiry skills: 31.1-2 Observes and explores objects using all senses Responds to what he/she sees, hears, tastes, and smells</p> <p>Infants: 34- Demonstrates knowledge related to physical science: 34.1-2 Demonstrates ability to move objects Touches objects to gain information about them</p> <p>Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p> <p>Infants: 47- Demonstrates problem-solving skills: 47.1-3 Interacts with a toy or object to understand it Reaches for a toy out of reach Likes to be with people</p>
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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		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<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></p> <p>Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p>

		<p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>
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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		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Uses sensory information to control body while exploring people, objects, or changes in the physical environment</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Demonstrates awareness of major body parts by exploring their movement potential</p> <p><u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects Infants: 33- Demonstrates knowledge related to living things and their environment: 33.1-2 Shows curiosity about people, plants, and animals Discovers body parts</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		Earlier
DESCRIPTOR		<p>Tries different ways to coordinate movements of large or small body parts</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</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		Middle
DESCRIPTOR		<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> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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> Infants: 03- Demonstrates an awareness of the body in space and</p>

		<p>child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>
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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> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: 3.1-7 Moves body through space Exhibits body awareness and starts to move intentionally Turns head towards sounds Responds to faces and touch with smiles Follows moving object with eyes Reaches out to grasp and hold object Explores objects with mouth and hands</p> <p>Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front)</p>

		<p>Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>
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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> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<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> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Coordinates basic movements in an upright position without using support</p> <p><u>Progress Monitoring Skills</u></p>

		<p>Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>
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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		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Coordinates movements, in an upright position, that momentarily move whole body off the ground</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Coordinates and controls individual locomotor movements, with some success</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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		Building

DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Combines and coordinates two or more locomotor movements together in effective ways, with some success</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</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		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Combines a variety of locomotor movements and moves effectively across a range of activities</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 3:	Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Moves in basic and often involuntary ways</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>

DOMAIN		PD-HLTH — Physical Development–Health
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MEASURE-DEFINITION	PD-HLTH 3:	Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Uses arms, legs, or body to move toward or reach for people or objects</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 3:	Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Uses arms, legs, or body to engage in simple, repeated actions on objects</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 3:	Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<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></p>

		<p>Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p> <p>Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>
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DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 3:	Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Manipulates objects, using one or more body parts, with limited stability</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 3:	Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Manipulates objects, using one or more body parts, with stability but limited coordination</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby Infants: 46- Uses prior knowledge to build new knowledge:</p>

		46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other
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DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 3:	Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 3:	Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 3:	Gross Motor Manipulative Skills – Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 29- Explores, recognizes, and describes spatial relationships between objects: 29.1-3 Explores relationships between objects through play Explores environment by rolling, moving forward pushing up or crawling Reaches for and grasps objects</p>

		<p>Infants: 45- Demonstrates awareness of cause and effect: 45.1-2 Acts on an object to make a pleasing sight, sound, or motion Looks at an object nearby</p> <p>Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>
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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		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Moves arms or hands in basic ways</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</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		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Uses arms or hands to make contact with objects in the environment</p> <p><u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills: 5.1-6 Develops control of head and back, progressing to arms and legs Demonstrates beginning coordination and balance, often with support Rolls over in both directions (front to back, back to front) Begins to sit without support When standing, supports weight on legs and might bounce Rocks back and forth, sometimes crawling backward before moving forward Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</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		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Grasps objects with entire hand</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from</p>

		one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other
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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		Exploring
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		Grasps objects with fingers and thumb <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other

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		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other

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		Earlier
DESCRIPTOR		Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body <u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other

DOMAIN		PD-HLTH — Physical Development–Health
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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> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</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> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</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		<p>Performs, with efficiency, a variety of tasks that require precise manipulation of small objects</p> <p><u>Progress Monitoring Skills</u> Infants: 06- Develops fine-motor skills: 6.1-5 Begins to develop eye-hand coordination Develops grasp reflex Coordinates motions using eyes and hands Uses a raking grasp to pull objects closer and can hold toys and move them from one hand to another. Infants: 46- Uses prior knowledge to build new knowledge: 46.1-3 Experiments with objects Imitates sounds and movements Begins to pass things from one hand to the other</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 5:	Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Reacts to unpleasant stimulation or events in basic ways</p> <p><u>Progress Monitoring Skills</u></p>

		<p>Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>
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DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 5:	Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Responds to situations that make child feel unsafe</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 5:	Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Follows adults’ guidance about basic safety practices</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 5:	Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Follows basic safety practices, with close adult supervision</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 5:	Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<p>Follows basic safety practices on own in familiar environments, with occasional adult reminders</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods</p>

		Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs
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DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 5:	Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Applies basic safety practices on own across different situations <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 5:	Safety – Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Communicates an understanding of some safety practices to others <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 6:	Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Responds in basic ways during personal care routines that involve hygiene <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 6:	Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Responds in ways that demonstrate awareness of a hygiene routine <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 6:	Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Anticipates one or two steps of a hygiene routine</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 6:	Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Participates in own hygiene routines, with an adult</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 6:	Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Carries out some steps of own hygiene routines, with specific adult guidance or demonstration</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 6:	Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene
CATEGORY		Building
DEVELOPMENTAL LEVEL		Middle
DESCRIPTOR		<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> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 6:	Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later

DESCRIPTOR		<p>Initiates and carries out most steps of familiar hygiene routines on own</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>
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DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 6:	Personal Care Routines: Hygiene – Child increasingly responds to and initiates personal care routines that support hygiene
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Initiates and completes familiar hygiene routines on own</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 7:	Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Responds in basic ways during feeding</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs Infants: 02- Participates in activities related to nutrition: 2.1-3 Explores food with fingers Holds own bottle or cup during feedings Shows an interest in food</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 7:	Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Shows interest in participating in the process of being fed</p> <p><u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition: 2.1-3 Explores food with fingers Holds own bottle or cup during feedings Shows an interest in food</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 7:	Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Feeds self some finger food items</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods</p>

		Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs Infants: 02- Participates in activities related to nutrition: 2.1-3 Explores food with fingers Holds own bottle or cup during feedings Shows an interest in food
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DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 7:	Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Feeds self some foods using a spoon and cup, sometimes needing help <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs Infants: 02- Participates in activities related to nutrition: 2.1-3 Explores food with fingers Holds own bottle or cup during feedings Shows an interest in food

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 7:	Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Feeds self a wide variety of foods using a spoon, fork, and an open cup <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs Infants: 02- Participates in activities related to nutrition: 2.1-3 Explores food with fingers Holds own bottle or cup during feedings Shows an interest in food

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 7:	Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Serves self or others by scooping or pouring from containers <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activity Responds to verbal or physical signals of danger Shows beginning awareness of personal health and self-care needs Infants: 02- Participates in activities related to nutrition: 2.1-3 Explores food with fingers Holds own bottle or cup during feedings Shows an interest in food

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 7:	Personal Care Routines: Feeding – Child responds to feeding and feeds self with increasing proficiency

CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Prepares simple foods to serve to self or others <u>Progress Monitoring Skills</u> Infants: 02- Participates in activities related to nutrition: 2.1-3 Explores food with fingersHolds own bottle or cup during feedingsShows an interest in food

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 8:	Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Responds in basic ways during dressing <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 8:	Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self
CATEGORY		Responding
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Responds in ways that demonstrate awareness of a dressing routine <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 8:	Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		Anticipates one or two steps of a dressing routine <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 8:	Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self
CATEGORY		Exploring
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		Participates with adult in dressing self <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds

		to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs
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DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 8:	Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self
CATEGORY		Building
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Puts on clothing that is simple to manipulate, sometimes with adult assistance</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 8:	Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self
CATEGORY		Building
DEVELOPMENTAL LEVEL		Later
DESCRIPTOR		<p>Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers)</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs</p>

DOMAIN		PD-HLTH — Physical Development–Health
MEASURE-DEFINITION	PD-HLTH 8:	Personal Care Routines: Dressing – Child develops and refines ability to participate in and take responsibility for dressing self
CATEGORY		Integrating
DEVELOPMENTAL LEVEL		Earlier
DESCRIPTOR		<p>Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)</p> <p><u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: 1.1-4 Sleeps well and shows alertness during waking periods Initiates active play and engages in some physical activityResponds to verbal or physical signals of dangerShows beginning awareness of personal health and self-care needs</p>