



# Curriculum Alignment with

## Michigan Early Childhood Standards of Quality

Grade: **Ages 13 to 24 months** - Adopted: **2013**

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.ECSQ-IT.</b>	<b>Early Childhood Standards of Quality for Infant and Toddler Programs</b>
<b>STANDARD</b>	<b>ECSQ-IT.A.</b>	<b>Well-being: The health and well-being of each infant and toddler is protected and nurtured.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ECSQ-IT.A.1.</b>	<b>Infants and toddlers experience environments where their physical health is promoted.</b>
<b>EXPECTATION</b>	<b>ECSQ-IT.A.1.b.</b>	<p>Increased coordination (e.g., eye-hand movements)</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
<b>EXPECTATION</b>	<b>ECSQ-IT.A.1.c.</b>	<p>Emerging self-help and self-care skills for eating, drinking, toileting, resting, sleeping, washing, and dressing.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.ECSQ-IT.</b>	<b>Early Childhood Standards of Quality for Infant and Toddler Programs</b>
<b>STANDARD</b>	<b>ECSQ-IT.A.</b>	<b>Well-being: The health and well-being of each infant and toddler is protected and nurtured.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ECSQ-IT.A.2.</b>	<b>Infants and toddlers experience environments where their social and emotional well-being is nurtured.</b>
<b>EXPECTATION</b>	<b>ECSQ-IT.A.2.a.</b>	<p>Emerging skill in self-regulation.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p>
<b>EXPECTATION</b>	<b>ECSQ-IT.A.2.b.</b>	<p>An increasing capacity to pay attention, focus, concentrate, and be involved.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress</p>

		<p>Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	ECSQ-IT.A.2.c.	<p>A growing capacity to tolerate and enjoy a moderate degree of change, surprises, uncertainty, and potentially puzzling events.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Adapts to changes in routine and/or schedule and anticipates events</p>
EXPECTATION	ECSQ-IT.A.2.d.	<p>A sense of personal worth and the worth of others, and reassurance that personal worth does not depend on today's behavior or ability.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
EXPECTATION	ECSQ-IT.A.2.e.	<p>An increasing ability to identify their own emotional responses and those of others.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
EXPECTATION	ECSQ-IT.A.2.f.	<p>Confidence and ability to express emotional needs without fear.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 13- Engages in self expression: Progress</p>

		<p>Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress</p> <p>Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress</p> <p>Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress</p> <p>Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
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EXPECTATION	ECSQ-IT.A.2.g.	<p>Trust that their social-emotional needs will be responded to.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress</p> <p>Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress</p> <p>Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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EXPECTATION	ECSQ-IT.A.2.h.	<p>A trusting relationship with nurturing and responsive caregivers.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress</p> <p>Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress</p> <p>Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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EXPECTATION	ECSQ-IT.A.2.i.	<p>The ability to respond and engage in reciprocal interactions.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress</p> <p>Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress</p> <p>Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
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EXPECTATION	ECSQ-IT.A.2.j.	<p>Emerging capacities for caring and cooperation.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress</p> <p>Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.A.	Well-being: The health and well-being of each infant and toddler is protected and nurtured.
GRADE LEVEL EXPECTATION	ECSQ-IT.A.3.	Infants and toddlers experience environments where they are kept safe from harm.
EXPECTATION	ECSQ-IT.A.3.a.	<p>Increasing awareness of what can harm them.</p> <p><u>Progress Monitoring Skills</u></p>

		12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance
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EXPECTATION	ECSQ-IT.A.3.b.	<p>Increasing confidence that they can participate and take risks without fear of harm.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Identifies and tries to avoid dangers with assistance  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p>
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EXPECTATION	ECSQ-IT.A.3.c.	<p>Comfort in expressing their fears openly with trust that their fears will be taken seriously.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.1.	Infants and toddlers experience environments where they know they belong and have a place.
EXPECTATION	ECSQ-IT.B.1.a.	<p>An attachment to their primary caregivers and primary care group.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>

EXPECTATION	ECSQ-IT.B.1.e.	<p>Confidence in and an ability to express their ideas.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.2.	Infants and toddlers experience environments where they are comfortable with routines, schedules, and activities.

EXPECTATION	ECSQ-IT.B.2.a.	<p>An understanding of the routines, family customs, and regular events of the program.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing  12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
EXPECTATION	ECSQ-IT.B.2.b.	<p>An understanding that these routines, customs, and regular events can differ from their homes and from other settings.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing  12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others  12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
EXPECTATION	ECSQ-IT.B.2.d.	<p>Capacities to predict routines and regular events that make up the day or the session.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing  12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
EXPECTATION	ECSQ-IT.B.2.e.	<p>A growing ability to cope with change.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Adapts to changes in routine and/or schedule and anticipates events</p>

EXPECTATION	ECSQ-IT.B.2.f.	<p>Enjoyment of and interest in a moderate degree of change.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 40- Understands the passage of time and how events are related: Progress Monitoring Skill: 40.1 Adapts to changes in routine and/or schedule and anticipates events</p>
EXPECTATION	ECSQ-IT.B.2.g.	<p>Increasing mastery of self-help skills to assist with daily personal routines.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
EXPECTATION	ECSQ-IT.B.2.h.	<p>An increasing sense of independence and competence during daily routines and activities.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.3.	Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior.
EXPECTATION	ECSQ-IT.B.3.a.	<p>An increasing capacity to successfully communicate their feelings, needs, and wants.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p>

		<p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p>
EXPECTATION	ECSQ-IT.B.3.b.	<p>A recognition that the setting has reasonable boundaries and expectations for behavior.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
EXPECTATION	ECSQ-IT.B.3.c.	<p>The beginning of an understanding of the reasons for boundaries and expectations.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>
EXPECTATION	ECSQ-IT.B.3.d.	<p>Expectations that the setting is predictable, fair, and consistently caring.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION	ECSQ-IT.B.3.e.	<p>An increasing awareness of the impact and consequences of their actions</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p>



		<p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
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EXPECTATION	ECSQ-IT.B.3.f.	<p>An increasing ability to self-regulate their behavior.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
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EXPECTATION	ECSQ-IT.B.3.g.	<p>The ability to express disagreement with peers and caregivers in developmentally appropriate ways.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.B.	Belonging: Infants and toddlers feel a sense of belonging.
GRADE LEVEL EXPECTATION	ECSQ-IT.B.4.	Infants and toddlers experience environments where positive connections among their families, the program, and the children are affirmed.
EXPECTATION	ECSQ-IT.B.4.a.	<p>An understanding of the links between the early childhood education and care setting and their homes through people, images, objects, languages, sounds, smells, and tastes.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress</p>

		<p>Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 35- Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Identifies familiar people and living things in his/her environment</p>
EXPECTATION	ECSQ-IT.B.4.b.	<p>Interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
EXPECTATION	ECSQ-IT.B.4.c.	<p>The ability to interact with an increasing number of significant people in their lives, beyond their families and primary caregivers.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.1.	Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning.
EXPECTATION	ECSQ-IT.C.1.a.	<p>Strategies for exploring and satisfying their curiosity.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring</p>

		<p>Skill: 9.1 Engages and persists with an activity, toy, or object 12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity 12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects 12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment 12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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EXPECTATION	ECSQ-IT.C.1.b.	<p>Symbolic, pretend, and dramatic play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers 12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions 12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props 12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.2 When prompted pretends to take on the characteristics of a character or animal as part of a group 12 to 24 Months: 46- Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 46.1 Imitates simple actions, gestures, sounds, and words</p>
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EXPECTATION	ECSQ-IT.C.1.c.	<p>Creativity and spontaneity in their play.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p>
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EXPECTATION	ECSQ-IT.C.1.e.	<p>An emerging understanding that not knowing and being uncertain are part of learning.</p> <p><u>Progress Monitoring Skills</u> 12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self 12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p>
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		<p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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EXPECTATION	ECSQ-IT.C.1.f.	<p>Emerging expressions of intentionality in their play and relationships.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.2.	Infants and toddlers experience environments where they gain confidence in and greater control of their bodies.
EXPECTATION	ECSQ-IT.C.2.a.	<p>Increasing control over their bodies, including increasing abilities in the use of large and small muscles, balance and coordination of eye-hand movements, and increasing agility, coordination, and balance.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.1 Gains control of hands and fingers</p>

		<p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination</p> <p>12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.3 Uses tools and different actions on objects</p>
EXPECTATION	ECSQ-IT.C.2.b.	<p>Strategies for actively exploring and making sense of the world by using their bodies, including active exploration with all the senses, and the use of tools, materials, and equipment to extend skills.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p>
EXPECTATION	ECSQ-IT.C.2.c.	<p>Confidence with moving in space, moving to rhythm, and playing near and with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance</p> <p>12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
EXPECTATION	ECSQ-IT.C.2.d.	<p>Awareness of good hygiene practices (e.g., tooth brushing, hand washing, covering mouth/nose when coughing).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Makes adult aware of health and self-care needs and seeks assistance</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs

STANDARD	ECSQ-IT.C.	Exploration: Infants and toddlers learn through active exploration of the environment.
GRADE LEVEL EXPECTATION	ECSQ-IT.C.3.	Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning.
EXPECTATION	ECSQ-IT.C.3.a.	<p>The confidence to explore and make sense of their world through simple problem solving, recognizing patterns, learning from trial and error, asking questions, listening to others, simple planning, observing, and listening to stories.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self  12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people  12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment  12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.1 Copies patterns using sounds or physical movements, with adult prompting and guidance  12 to 24 Months: 28- Sorts, orders, classifies, and creates patterns : Progress Monitoring Skill: 28.2 Orders several objects on the basis of one characteristic through trial and error  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props  12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	ECSQ-IT.C.3.b.	An attitude of themselves as “explorers” — competent, confident learners who ask questions and make discoveries.

		<p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	ECSQ-IT.C.3.c.	<p>The confidence to choose and experiment with materials, to explore actively with all the senses, and to use what they learn to generalize their learning to other experiences.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Progress Monitoring Skill: 4.1 Engages in sensory experiences with some assistance</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements</p> <p>12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance</p> <p>12 to 24 Months: 31- Demonstrates scientific inquiry skills : Progress Monitoring Skill: 31.1 Uses simple tools to explore</p> <p>12 to 24 Months: 45- Demonstrates awareness of cause and effect: Progress Monitoring Skill: 45.1 Repeats actions many times to cause desired effects</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	ECSQ-IT.C.3.d.	<p>The ability to learn new things from the materials and people around them.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p>



		<p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.ECSQ-IT.</b>	<b>Early Childhood Standards of Quality for Infant and Toddler Programs</b>
<b>STANDARD</b>	<b>ECSQ-IT.C.</b>	<b>Exploration: Infants and toddlers learn through active exploration of the environment.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ECSQ-IT.C.4.</b>	<b>Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world.</b>
<b>EXPECTATION</b>	<b>ECSQ-IT.C.4.a.</b>	<p>The ability to question, explore, generate, and modify their own ideas about the world around them.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
<b>EXPECTATION</b>	<b>ECSQ-IT.C.4.e.</b>	<p>Social relationships and social concepts (e.g., friendship, authority, social rules and understandings).</p> <p><u>Progress Monitoring Skills</u></p>



		<p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.ECSQ-IT.</b>	<b>Early Childhood Standards of Quality for Infant and Toddler Programs</b>
<b>STANDARD</b>	<b>ECSQ-IT.C.</b>	<b>Exploration: Infants and toddlers learn through active exploration of the environment.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ECSQ-IT.C.5.</b>	<b>Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.</b>
<b>EXPECTATION</b>	<b>ECSQ-IT.C.5.a.</b>	<p>Progressively more complex skills.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>

<b>EXPECTATION</b>	<b>ECSQ-IT.C.5.b.</b>	<p>The ability to pursue interests independently.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p>
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		<p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	ECSQ-IT.C.5.c.	<p>The understanding that they have a significant role in initiating exploration, play, and learning.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.1.	Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others.
EXPECTATION	ECSQ-IT.D.1.a.	<p>The ability to express their feelings and emotions in a range of appropriate ways.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.2 Demonstrates the beginnings of impulse control with adult guidance</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating, napping, or playing</p>
EXPECTATION	ECSQ-IT.D.1.b.	<p>Confidence that their first languages [e.g., whether spoken English, a spoken language other than English, or American Sign Language (ASL)] are valued, supported, and understood.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>

EXPECTATION	ECSQ-IT.D.1.c.	<p>Responsive and reciprocal communication skills (e.g., turn-taking).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	ECSQ-IT.D.1.d.	<p>A playful interest in repetitive sounds and words, and aspects of language (e.g., rhythm, rhyme, alliteration).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities  12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
EXPECTATION	ECSQ-IT.D.1.e.	<p>Increasing skill with and understanding of non-verbal messages, including the ability to attend to and make non-verbal requests.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences</p>
EXPECTATION	ECSQ-IT.D.1.f.	<p>The inclination and ability to communicate, pay attention, and respond appropriately to others.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions</p>
EXPECTATION	ECSQ-IT.D.1.g.	<p>Increasing knowledge and skill in syntax, meaning, and vocabulary in at least one language.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.1 Responds to language during conversations, songs, stories, or other experiences  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.3 Listens to and follows simple directions  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring</p>

		<p>Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate</p>
EXPECTATION	ECSQ-IT.D.1.h.	<p>Language skills in real, play, and problem-solving contexts as well as in more structured language contexts (e.g., through books, finger plays, singing, storytelling/re-enacting).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p> <p>12 to 24 Months: 44- Uses dramatic play to express creativity: Progress Monitoring Skill: 44.1 Listens to rhymes, finger-plays, and stories with props</p>
EXPECTATION	ECSQ-IT.D.1.i.	<p>Communication skills for increasingly complex purposes (e.g., expressing and asking others about intentions, expressing feelings and attitudes, negotiating, predicting, planning, reasoning, guessing, storytelling).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs

STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.2.	Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories.
EXPECTATION	ECSQ-IT.D.2.a.	<p>An understanding that symbols/pictures can be “read” by others, and that thoughts, experiences, and ideas can be represented through gestures, signs, words, pictures, print, numbers, sounds, shapes, models, facial expression, and photographs.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 17- Listens to conversations for a variety of purposes and demonstrates comprehension: Progress Monitoring Skill: 17.2 Responds to adults' questions with answers  12 to 24 Months: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 18.1 Demonstrates understanding of simple words through his/her actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.1 Communicates needs and wants through nonverbal gestures and actions  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play  12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.2 Uses one-to-two word sentences/phrases to communicate  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Recognizes basic shapes and matches two identical shapes  12 to 24 Months: 29- Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.2 When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under  12 to 24 Months: 30- Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 With prompting and guidance, begins to slide, rotate, and flip objects to make them fit</p>

		<p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
EXPECTATION	ECSQ-IT.D.2.b.	<p>Familiarity with symbols/pictures and their uses (including print) by exploring and observing them in activities that have meaning and purpose and are developmentally appropriate for infants and toddlers.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time</p> <p>12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
EXPECTATION	ECSQ-IT.D.2.c.	<p>Familiarity with an appropriate selection of the stories and literature valued by the cultures in their community.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>
EXPECTATION	ECSQ-IT.D.2.e.	<p>An interest in exploring and using mathematical, reading, and writing materials.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles</p>

		12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper
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EXPECTATION	ECSQ-IT.D.2.f.	<p>An interest in creating and using symbols/pictures.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
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EXPECTATION	ECSQ-IT.D.2.g.	<p>An expectation that words, books, numbers, and other symbols/pictures can amuse, delight, comfort, illuminate, inform, and excite.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 21- Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Touches or identifies pictures when prompted  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.1 Asks to have books read to him/her  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.2 With assistance, holds books upright and helps turn pages one at a time  12 to 24 Months: 23- Demonstrates awareness of print concepts: Progress Monitoring Skill: 23.3 With adult guidance, recognizes some familiar logos in the environment  12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials  12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.D.	Communication: Infants and toddlers use a variety of means to communicate their needs and thoughts, and to understand and respond to other people and ideas.
GRADE LEVEL EXPECTATION	ECSQ-IT.D.3.	Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts.
EXPECTATION	ECSQ-IT.D.3.a.	<p>Familiarity with the properties and characteristics of the materials used in the creative and expressive arts.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>

EXPECTATION	ECSQ-IT.D.3.b.	<p>Skill and confidence with the processes of art (e.g., drawing, collage, painting, print-making, constructing).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p>
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EXPECTATION	ECSQ-IT.D.3.c.	<p>Skill with media that can be used for expressing a mood or a feeling or for representing information (e.g., crayons, pencils, paint, blocks, wood, musical instruments, movement).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 06- Demonstrates fine motor skills: Progress Monitoring Skill: 6.2 Demonstrates eye-hand coordination and participates in a variety of activities to enhance coordination  12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.1 Makes random marks and scribbles  12 to 24 Months: 24- Uses writing for a variety of purposes: Progress Monitoring Skill: 24.2 Uses simple tools to mark on paper  12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music  12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials  12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	ECSQ-IT.D.3.d.	<p>An ability to be creative and expressive through a variety of activities (e.g., pretend play, art, storytelling, music).</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose  12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials  12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	ECSQ-IT.D.3.e.	<p>An awareness that music, art, drama, and dance can be expressions of feeling, mood, situation, and culture.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group  12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others  12 to 24 Months: 37- Demonstrates an understanding of his/her</p>



		<p>community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
EXPECTATION	ECSQ-IT.D.3.f.	<p>Confidence to sing songs, including songs of their own, and to experiment with chants and pitch patterns.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 20- Uses increasingly complex spoken language: Progress Monitoring Skill: 20.1 Experiments with spontaneous vocal play</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.2 Participates in rhyming activities</p> <p>12 to 24 Months: 43- Uses his/her voice, instruments, and objects to musically express creativity: Progress Monitoring Skill: 43.1 Experiments with vocalizations and different sounds produced by instruments</p>
EXPECTATION	ECSQ-IT.D.3.g.	<p>An increasing ability to keep a steady beat (e.g., through speech, chants, dances, movement to simple rhythmic patterns).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 41- Participates in dance to express creativity: Progress Monitoring Skill: 41.1 Moves body to music</p>
EXPECTATION	ECSQ-IT.D.3.h.	<p>An expectation that music, art, drama, and dance can amuse, delight, comfort, illuminate, inform, and excite.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
EXPECTATION	ECSQ-IT.D.3.i.	<p>Familiarity with a variety of types of music, art, drama, and dance as expressions of feeling, mood, situation, occasion, and culture.</p>

		<p><b>Progress Monitoring Skills</b></p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.1 Displays a range of emotions such as happiness, sadness, and fear</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 19- Uses non-verbal communication for a variety of purposes: Progress Monitoring Skill: 19.2 Uses some nonverbal gestures and actions used by others to express feelings</p> <p>12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.1 Expresses self creatively with simple art materials</p> <p>12 to 24 Months: 42- Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 42.2 Communicates what he/she likes about a picture</p>
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<b>STRAND / STANDARD CATEGORY</b>	<b>MI.ECSQ-IT.</b>	<b>Early Childhood Standards of Quality for Infant and Toddler Programs</b>
<b>STANDARD</b>	<b>ECSQ-IT.E.</b>	<b>Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>ECSQ-IT.E.1.</b>	<b>Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, home language, ethnicity, or background.</b>
<b>EXPECTATION</b>	<b>ECSQ-IT.E.1.a.</b>	<p>Empathy, understanding, and awareness of others' feelings, and make comforting and accepting gestures to peers and others in distress.</p> <p><b>Progress Monitoring Skills</b></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
<b>EXPECTATION</b>	<b>ECSQ-IT.E.1.b.</b>	<p>Emerging concern for other children who may be excluded from activities because they are different.</p> <p><b>Progress Monitoring Skills</b></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

		<p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations</p>
EXPECTATION	ECSQ-IT.E.1.c.	<p>Understanding of the pro-social value of honesty and truthfulness to the extent their construction of and perception of reality permits it.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
EXPECTATION	ECSQ-IT.E.1.d.	<p>The ability to carry out or follow through on simple tasks that help or benefit themselves or others.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	ECSQ-IT.E.1.e.	<p>Positive and accepting attitudes toward people of a variety of backgrounds/characteristics (e.g., race, physical characteristics, culture, language spoken or signed, ethnic background).</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p> <p>12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.1 Demonstrates understanding of simple rules</p>

		12 to 24 Months: 37- Demonstrates an understanding of his/her community and an emerging awareness of others' culture and ethnicity: Progress Monitoring Skill: 37.2 Observes cultural celebrations
EXPECTATION	ECSQ-IT.E.1.f.	<p>The ability to respond and engage in developmentally appropriate reciprocal interactions.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: Follows simple routines in a group setting with adult support, such as eating,napping, or playing  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p>
EXPECTATION	ECSQ-IT.E.1.g.	<p>Emerging skills in caring and cooperation.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.2.	Infants and toddlers experience environments where they are affirmed as individuals.
EXPECTATION	ECSQ-IT.E.2.a.	<p>A sense of "who they are," their place in the wider world of relationships, and the ways in which these are appreciated.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children  12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>

EXPECTATION	ECSQ-IT.E.2.b.	<p>A range of abilities and interests (e.g., spatial, visual, linguistic, physical, musical, logical or mathematical, personal, social) which build on the children's strengths.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 01- Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Actively participates in physical activity for three to five minutes at a time  12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.1 Acts and moves with intention and purpose with some assistance  12 to 24 Months: 03- Demonstrates an awareness of the body in space and a child's relationship to objects in space: Progress Monitoring Skill: 3.2 Uses trial and error to discover how the body fits and moves through space  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.1 Gains control and coordination of body movements  12 to 24 Months: 05- Demonstrates gross motor skills: Progress Monitoring Skill: 5.2 Develops emerging coordination and balance  12 to 24 Months: 22- Develops early phonological awareness (awareness of units of sound): Progress Monitoring Skill: 22.1 Listens to and participates in familiar nursery rhymes, songs, and fingerplays with a group</p>
EXPECTATION	ECSQ-IT.E.2.c.	<p>A sense of being able to make something happen that matters to them and to others.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support  12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children  12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>
EXPECTATION	ECSQ-IT.E.2.d.	<p>A growing sense that they are valued and that their presence and activities gain positive responses from others.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences,</p>

		<p>and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>
EXPECTATION	ECSQ-IT.E.2.e.	<p>A sense of optimism, that life is exciting and enjoyable, and they have a positive place within it.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p> <p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>
EXPECTATION	ECSQ-IT.E.2.g.	<p>An awareness of themselves as unique individuals.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects</p>

		<p>12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p> <p>12 to 24 Months: 15- Develops relationships with adults: Progress Monitoring Skill: 15.1 Shows beginning signs of affection with familiar adults</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p> <p>12 to 24 Months: 36- Demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Gestures and asks simple questions differences and similarities between self and others</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.3.	Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others.
EXPECTATION	ECSQ-IT.E.3.a.	<p>An increasing ability to take another's point of view and to empathize with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>

EXPECTATION	ECSQ-IT.E.3.b.	<p>Ways to enjoy solitary play when they choose to be alone.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 10- Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 10.1 Uses objects for a real or imagined purpose</p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p>
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EXPECTATION	ECSQ-IT.E.3.c.	<p>An increasing sense of competence and confidence in growing abilities.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress</p>
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		<p>Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	ECSQ-IT.E.3.d.	<p>Acceptable ways to assert their independence.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 07- Demonstrates initiative and self-direction: Progress Monitoring Skill: 7.1 Demonstrates a desire to complete more complex tasks by self</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.1 Shows interest in what others are doing</p> <p>12 to 24 Months: 08- Demonstrates interest and curiosity: Progress Monitoring Skill: 8.2 Begins to show curiosity/interest in new objects, experiences, and people</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.1 Engages and persists with an activity, toy, or object</p> <p>12 to 24 Months: 09- Demonstrates self-control: Progress Monitoring Skill: 9.2 Demonstrates focus on a specific task or activity</p> <p>12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects</p> <p>12 to 24 Months: 34- Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.4 Shows interest and curiosity about objects in his/her immediate environment</p> <p>12 to 24 Months: 47- Demonstrates problem-solving skills: Progress Monitoring Skill: 47.1 Solves a simple problem successfully with adult assistance</p>
EXPECTATION	ECSQ-IT.E.3.e.	<p>‘Friendship skills,’ where they can play harmoniously with their peers through cooperation and participate in the give and take of ideas.</p> <p><u>Progress Monitoring Skills</u></p> <p>12 to 24 Months: 11- Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 11.1 Plays independently with some interaction with other children</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.2 Engages in mostly solitary play with some parallel play</p> <p>12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.3 Begins to relate to and show enjoyment in interactions with other children</p>



EXPECTATION	ECSQ-IT.E.3.f.	<p>An increasing ability to share by showing interest in and awareness of the feelings of others.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 16- Develops relationships with peers: Progress Monitoring Skill: 16.1 Shows awareness of feelings displayed by others</p>
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STRAND / STANDARD CATEGORY	MI.ECSQ-IT.	Early Childhood Standards of Quality for Infant and Toddler Programs
STANDARD	ECSQ-IT.E.	Contribution: Infants and toddlers have opportunities for learning that are equitable, promote social competency, and value each child's and family's contribution.
GRADE LEVEL EXPECTATION	ECSQ-IT.E.4.	Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities.
EXPECTATION	ECSQ-IT.E.4.b.	<p>A sense of pride in themselves and their families.</p> <p><u>Progress Monitoring Skills</u>  12 to 24 Months: 12- Develops self-awareness: Progress Monitoring Skill: 12.1 Shows knowledge of his/her own abilities, preferences, and objects  12 to 24 Months: 13- Engages in self expression: Progress Monitoring Skill: 13.2 Displays a range of emotions in response to familiar/unfamiliar settings/objects  12 to 24 Months: 14- Demonstrates self-control: Progress Monitoring Skill: 14.1 Self-soothes with minimal adult support</p>

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