



Kindergarten **Entry Inventory**

Readiness begins in Kindergarten

The Kindergarten Entry Inventory (KEI) assessment instrument—known as the DRDP-K (2015) in California and renamed KEI for use in Tennessee—was developed by the California Department of Education with additional enhancements created in collaboration with the Illinois State Board of Education. The DRDP–K (2015) builds upon the progression for most measures of the DRDP (2015): A Developmental Continuum from Early Infancy to Kindergarten Entry©. Two divisions of the California Department of Education jointly developed the DRDP (2015): the Early Education and Support Division (EESD) and the Special Education Division (SED). Lead agencies that participated in the development of the instrument include the WestEd Center for Child and Family Studies, the Desired Results access Project, and the Berkeley Evaluation and Assessment Research (BEAR) Center at the University of California, Berkeley.

The complete DRDP–K (2015) instrument is available on the CDE Web site at <https://www.cde.ca.gov/sp/cd/ci/drdpforms.asp> and on the Desired Results Developmental Profile – Kindergarten Web site at <http://www.drdpk.org/>.

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Introduction to the KEI

Welcome to the Desired Results Developmental Profile-Kindergarten (2015) DRDP-K©: A Developmental Continuum, adapted for use by the Tennessee Department of Education, for the Kindergarten Entry Inventory (KEI). The KEI is an assessment instrument developed by the California Department of Education and the KEI is designed for teachers to observe, document, reflect, and report on the learning, development, and progress of all children enrolled in transitional kindergarten and kindergarten classes.

The KEI (2015) serves many purposes such as:

- Assesses kindergarten readiness of individual child to identify where a child may require additional instructional supports
- Assists in curriculum planning
- Assesses first grade readiness of individual child (spring administration only)
- Demonstrates positive child outcomes

This guide will assist teachers and administrators to:

- Observe, document, and reflect upon child's development
- Use the KEI to plan curriculum for individual child and groups of children and to enhance classroom practices
- Share information about children's progress in learning and development domains with families

Key Features of the KEI

- The KEI is administered through observation in natural settings, through teacher observations, or examples of child's work that includes ongoing documentation of child's knowledge, skills and behavior.
- The KEI represents a full continuum assessment instrument for all children in kindergarten.
- The KEI is aligned with the Tennessee Early Learning and Development Standards (TN-ELDS), Tennessee Academic Standards for English language arts and mathematics.
- The KEI takes into consideration the specific cultural and linguistic characteristics of diverse populations of young children, with specific consideration for children who are dual language learners.
- The KEI was developed with the goal of ensuring that all children can demonstrate their knowledge and skills. The principles of universal design were followed to enable access to the assessment for diverse populations.

The Five Domains of School Readiness in the KEI

The KEI is a subset of the DRDP-K which is comprised of 11 domains.

The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. Because there are multiple measures for each domain, a completed instrument provides enough information to support assessment along a developmental continuum. A child's learning and development across domains provide the child's overall learning and developmental profile.

Five Domains of Readiness

Approaches to Learning–Self-Regulation (ATL-REG)

Social and Personal Competency (SPC)

Language and Literacy Development (LLD)

Cognition: Math (COG: Math)

Physical Development (PD)

Approaches to Learning–Self-Regulation (ATL-REG)

The Approaches to Learning–Self-Regulation (ATL-REG) domain assesses two interrelated areas that are recognized as important for child's school readiness and success. Approaches to learning and self-regulation have been combined into one assessment domain because of the strong connections between these two areas of development. The approaches to learning skills and behaviors include engagement and persistence and curiosity and initiative. The self-regulation skills include self-control of feelings and behavior and shared use of space and materials.

Social and Personal Competency (SPC) *(This domain is referred to as Social and Emotional Development in the DRDP-K.)*

The Social and Personal Competency (SPC) domain assesses child's developing abilities to understand and interact with others and to form positive relationships with nurturing adults and their peers. The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and social interactions with peers, and symbolic and sociodramatic play.

Language and Literacy Development (LLD)

The Language and Literacy Development domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication. Language and literacy skills in a child's first language form the foundation for learning English. Therefore, dual language learners may demonstrate knowledge and skills in their home language, in English, or in both languages. LLD measures should be completed for all kindergarteners, including those who are dual language learners.

The LLD measures should be completed for all children, including those who are dual language learners.

Cognition: Math

The Cognition: Math (COG: MATH) domain focuses on observation, exploration, and investigation of objects and concepts. The COG: MATH domain includes the following knowledge or skill areas: classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.

Physical Development (PD)

The Physical Development (PD) domain assesses motor development. The PD domain includes the following knowledge or skill areas: perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, and fine motor manipulative skills.

About the Measures of the KEI

The number of levels in a measure varies depending on the competencies appropriate for that measure's developmental continuum. The levels are organized under two categories that reflect a developmental continuum for the kindergarten year. The five domains (**ATL-REG**, **SPC**, **LLD**, **COG: MATH**, and **PD**) include the following developmental levels:

- | | |
|---|---|
| Building (Earlier, Middle, Later) | Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small-group interactions and cooperative activities with others. |
| Integrating (Earlier, Middle, Later) | Knowledge, skills, or behaviors that demonstrate the increasing ability to connect and combine strategies in order to express, interpret, and explain complex thoughts and feelings, solve multi-step problems through systematic investigation and application of abstract ideas, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children build their capacity to engage in mutually supportive relationships and interactions. |

The Structure and Components of the KEI

Example of a KEI Measure

Developmental Domains

Measure

Standards

Developmental Domain: LLD — Language and Literacy Development

LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences.

TN Kindergarten Standards:
English/Language Arts K.FL.SC.6c, K.FL.SC.6d, K.FL.SC.6g

Mark the latest developmental level the child has mastered:

Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Uses phrases and sentences with a variety of word forms including past tense, future tense, plurals, pronouns, or possessives, to communicate, with errors	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events	Uses much of the grammar of adult-like speech, sometimes with grammatical errors; and Adapts own speech to the level of the listener	Uses most of the grammar of adult-like speech; and Converses about a broad range of abstract ideas and concepts
Possible Examples	Possible Examples	Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> Communicates, "It's my turn," when an adult brings the pet rabbit for a visit. Communicates, "I want Mommy." Communicates, "I like dogs," while looking at an animal book. 	<ul style="list-style-type: none"> Communicates, "The rabbit is scared," when sharing a story about a rabbit who went into the bushes. ("Scared" is an adjective.) Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.) Communicates, "Our dog is huge," after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word.) 	<ul style="list-style-type: none"> Communicates to a peer, during play, "Yesterday, we made vegetable soup at my house." ("We" is a pronoun; "made" is past tense.) Communicates, "His birthday is tomorrow. He will be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.) Communicates in sign language that the cat's feet are wet. ("Cat's" is possessive; "feet" is plural.) Communicates, "He <i>runned</i> really fast [He ran really fast]." ("Runned" is past tense with grammatical error.) 	<ul style="list-style-type: none"> Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and then he got in trouble. We put him outside and he was very sad." Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings." Communicates to a peer, "Let's hurry and clean up so we can go outside." 	<ul style="list-style-type: none"> Communicates, "I used to like those cookies," pointing to a cookie and then repeats to a friend who can't see over the counter, "I used to like chocolate chip cookies, but now I like sugar cookies." Begins communicating loudly and then lowers to a whisper, "I am going to read this book over there," to an adult in the room. Asks another child, "Do you like the red dinosaur or the green dinosaur?" then communicates to adult, "She likes the stegosaurus." 	<ul style="list-style-type: none"> Communicates, "I don't always understand how to make the video player work, but if I think of it like my game player I figure out how to make it work." Communicates to peer while looking at a book about the moon and planets, "I used to think the moon was following me. Now I understand that it looks like it's moving because the earth is actually moving." Communicates to adult away from peers, "I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?"

Developmental Levels

Descriptor

Examples

Child is emerging to the next developmental level Unable to rate this measure

LLD 3 (of 10) Communication and Use of Language (Expressive) LLD 3 (of 10)

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Definitions of Terms in the Navigation Maps

Developmental Domain:

A crucial area of learning and development for children.

Measure: The developmental continuum along which a child's observed behavior is assessed. Measures are the individual assessment items in the KEI.

Definition: Specifies the aspects of development to be observed.

Developmental Level:

A point along a developmental progression for a particular measure that ranges from earlier to later levels of development.

Descriptor: A description that defines the behaviors that would be observed for a child at that developmental level.

Example: Specific skills or behaviors you might see that would demonstrate that a child has reached mastery of a particular developmental level. Note that the examples provided in the KEI are not the only way a child can demonstrate mastery of a developmental level.

The Three Steps to Completing the KEI

Step 1: Observation and Documentation

The KEI focuses on the child's knowledge, skills, or behaviors. To capture a child's behavior, the KEI incorporates observation in natural settings. Be sure to prepare and plan for observation and documentation.

Tips for Documenting a Child's Development:

- Consider ways to document a child's knowledge, skills, or behavior throughout the day as you teach and support learning.
- Use a variety of documenting techniques. Documentation may include anecdotal notes, photographs, audio or video documentation, and work samples.
- Label each piece of evidence with the date and the child's name.
- Set aside time on a regular basis to organize documentation records and other forms of evidence.
- Keep documentation organized and stored in a secure and accessible place.
- Use the results of other assessments of a child's learning and development to help complete the KEI.

The following materials may be helpful for observing and documenting:

- Sticky notes
- Pre-printed labels with child's name
- Charts
- Checklists or worksheets
- Clipboard, paper, pens, and pencils
- Photo/video camera
- Voice recorder

While observing and collecting documentation, remember that words, phrases, and sentences can be communicated and understood in a variety of ways, including the child's first language, sign language, and through other communication modes, (e.g., communication device). The teacher's direct observations of a child are the primary method used to inform ratings. The assessor should also use other sources of evidence to capture a more complete picture of a child's knowledge, skills, or behavior. When observing and documenting learning for children with IEPs and/or English learners, any accommodations and/or modification typically available for the child should be present. Other sources of evidence include the following:

- **Observations by others**—including teachers and service providers, obtained through interviews or conversations
- **Other documentation**—including samples of child's work, photographs, and video/audio recordings of child's communication and behavior
- **Consultation**— Kindergarten teachers should consult with special education and/or ESL staff for additional evidence.

Step 2: Rating the Measures

Determining the Child's Latest Level of Mastery

For each of the measures, determine the latest developmental level the child has mastered, and mark it appropriately. All ratings will be entered into the online system. Ratings may be entered directly into DRDPtech or recorded on the bubble rating records and then entered into DRDPtech.

What is mastery?

A developmental level is mastered if the child demonstrates the knowledge, behaviors, and skills defined at that level:

- Consistently over time
- In different situations or settings

Important notes about mastery:

- Child may demonstrate mastery of knowledge and skills through a variety of communication modes, languages, and behaviors.
- Many of the behaviors that you observe in determining a child's mastery level may not appear on the list of examples, although they are consistent with the descriptor.

The Descriptors and Examples

Consider the descriptors and then the examples to determine which developmental level is most consistent with your observations and other documentation of the child's typical behavior. A child may demonstrate behaviors at more than one developmental level. Choose the level that most closely represents the knowledge, skills, or behaviors the child is demonstrating most consistently.

Descriptors:

The descriptors define the knowledge, skills, or behaviors expected at each level along the developmental continuum of the measure (see Navigation Map). Each descriptor is illustrated by several examples of behaviors that are consistent with that developmental level.

Most of the descriptors define discrete knowledge, skills, or behaviors. However, some of the descriptors include more than one

If the descriptor says “or”:

The child only needs to demonstrate the behavior in one of the listed ways to demonstrate mastery for the developmental level. Either part of the descriptor may be observed to rate mastery at that level.

An example is the level descriptor for Building Earlier in the LLD 5: Interest in Literacy measure:

*Looks at books page by page **OR** Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult*

If the child EITHER looks at books page by page briefly OR participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult, mastery can be rated at this level.

If a descriptor includes “and”:

All parts of the descriptor are required for mastery and need to be observed together.

For example, the descriptor for Building Middle in COG: MATH 2 Number Sense of Quantity is:

*Counts up to five objects using one-to-one correspondence; **AND** Recites numbers in order, one through ten.*

The child needs to demonstrate both anticipating a need for comfort and preparing self during the same observation.

If a descriptor includes a semi-colon (;) followed by “and”:

The child must demonstrate all the behaviors listed to rate the level as mastered, but not necessarily during the same observation within a KEI rating period.

An example is the level descriptor for Integrating Middle in the LLD8: Phonological Awareness measure:

*Matches initial and final sounds of words; **AND** Segments and blends initial and final phonemes of words*

To be rated as mastered at this level, the child must BOTH match initial and final sounds of words AND segment and blend initial and final phonemes of words, although the teacher does not have to observe both behaviors during the same observation. However, the teacher does have to observe both within a rating period.

Review and Reflect:

- It is a good idea to have a system to keep track of documentation to ensure a complete picture of the child. Halfway through the documentation period, check the measures of the KEI instrument for which you have documentation. Plan to observe the child at times when the remaining measures can be documented.
- During the rating period, review the observations and documentation of the child’s development collected (work samples, anecdotal comments, photographs, video, other learning and development assessments, etc.). Reflect on what the evidence reveals about the child’s development across the domains and measures of the KEI instrument.
- If the documentation does not provide a clear picture of the child’s development in one or more areas, determine how to gather additional evidence. Plan other opportunities to observe the child’s behavior. Speak with staff and others who know this child to ensure that you have the most complete and accurate picture of the child’s skills and abilities.

Please note that key terms and phrases in the descriptors that may be new to the teacher or have specific meaning to the measures are defined in the glossary at the end of the instrument.

Examples:

Important points about examples:

- The examples are not a checklist of what the child must demonstrate to be rated at mastery of the knowledge, skills, or behaviors that reflect a developmental level.
- An example is one of many possible ways a child might demonstrate mastery of a developmental level. Teachers will identify other examples as they conduct their observations.
- Mastery is determined over time and across situations or settings.
- A child may not demonstrate any of the specific examples provided for a developmental level but may demonstrate mastery in other ways that are consistent with the intent of the descriptor.

Child demonstrates mastery in diverse and sometimes unique ways.

Additional Rating Options

Emerging to the Next Developmental Level:

If your observations indicate that the child has demonstrated mastery for a developmental level and is also beginning to demonstrate knowledge, skills, or behaviors described for the next level (although not yet consistently across situations or settings), the child may be emerging to the next level.

To indicate emerging:

- First, mark the developmental level the child has mastered.
- Then, mark “emerging” if the child also demonstrates behaviors described for the next developmental level.

Notes about *emerging*:

- Do not mark emerging if the child has mastered the last level on a measure or if the child does not yet demonstrate mastery of the earliest level.
- Marking that the child is emerging to the next level does not affect the rating of mastery for the measure.

Unable to Rate:

In the rare instance that you are unable to rate a specific measure, provide the reason(s) why in DRDPtech. Two options are provided in DRDPtech: *Not Yet at the Earliest Developmental Level on This Measure* and *Other*. Select the appropriate option and provide an explanation in the box provided.

Unable to Rate Due to Not Yet at the Earliest Developmental Level on This Measure

The KEI is written on a developmental continuum, where Building Earlier is typical development in preschool. In some rare instances, a student may not be demonstrating development at this earliest developmental level and this can be indicated in DRDPtech for that particular measure.

Unable to Rate Due to Other Reasons

Occasionally there may be reasons you may be unable to rate a specific measure for a child. If so, select *Other* and state the reason in the box provided in DRDPtech.

Note: If a child has not been in attendance for at least 10 days or more, you should select *Unable to Rate Due to Other Reasons* and indicate due to excessive absence as the reason.

Step 3: Finalize the Assessment

To finalize, simply review the assessment to make sure that:

- You have entered a level rating for all required measures of the KEI into DRDPtech. DRDPtech will provide prompts to complete any missing information.

Using Information from the KEI

When used on an ongoing basis, the KEI will provide teaching staff with information that will benefit child, families, and schools.

Information from the KEI can be reviewed and analyzed at the level of the individual child. In addition, KEI results can be summarized to provide information on groups of children. Teachers and other staff will review, share, and analyze KEI assessment results for the individual children in their classroom and use the information for curriculum planning and development.

Because the KEI provides opportunities to observe and document child’s knowledge, skills, or behaviors systematically across many areas of development, the information it yields can be used to identify areas of development that may need to be addressed and supported, either for a specific child or group of children. Teaching staff may also find it useful to interpret a child’s ratings on individual KEI measures. KEI results may indicate that the child might benefit from additional support in one or more specific areas of development, such as in developing self-control of feelings and behavior or with number sense of quantity. This information, together with other sources of information about the child’s development, can be used to plan curriculum tailored to the interests and needs of all children.

For classroom or school level:

- Teachers or other staff may summarize KEI information using DRDPtech.
- The KEI may be used in place of the first universal screener.
- KEI data collected within a classroom or for a school site may indicate a need to change or add activities in a specific area covered by the KEI, such as mathematics or language and literacy development.
- Results from the KEI can assist teaching staff in supporting the learning and development of individual child and groups of children and can inform overall school improvement efforts.

Communicating with Families About Child’s Progress

It is vital that schools work in partnership with families to foster child’s learning and development. This requires ongoing and meaningful two-way communication. Family members should be informed about the KEI assessment process from the beginning.

The Child Developmental Profile that summarizes results from the KEI assessments can be downloaded from DRDPtech. Teachers and family members can use this summary as a tool for sharing information about the child’s learning and development during parent-teacher conferences. Teachers can review the Child Developmental Profile with the family, and it may be used to generate ideas about ways in which the family and the school can work together to support the child’s development both at home and in the school setting.


A Developmental Continuum for Kindergarten


Child: _____ Date of assessment: _____ Assessor: _____


Classroom: _____ District/Agency: _____ School or Site: _____

Note: The Rating Record is meant to be used together with the KEI Instrument for keeping track of each child's developmental levels as you complete the study.

Instructions: Mark the developmental level the child has mastered for each Measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a particular Measure, check UR (unable to rate) and circle the reason why you are unable to rate this Measure (absence or other).

 DOMAIN: Approaches to Learning–Self-Regulation (ATL-REG)										
Number within Domain	Measure Name	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Emergent	Unable to Rate	Unable to Rate Reason
1	Curiosity and Initiative in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Self-Control of Feelings and Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Engagement and Persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Shared Use of Space and Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other

 DOMAIN: Social and Personal Competency (SPC) <i>(This domain is referred to as Social and Emotional Development in the DRDP-K.)</i>										
Number within Domain	Measure Name	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Emergent	Unable to Rate	Unable to Rate Reason
1	Identity of Self in Relation to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Social and Emotional Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Relationships and Social Interactions with Familiar Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Relationships and Social Interactions with Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
5	Symbolic and Sociodramatic Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other

 DOMAIN: Language and Literacy Development (LLD)										
Number within Domain	Measure Name	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Emergent	Unable to Rate	Unable to Rate Reason
1	Understanding of Language (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Responsiveness to Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Communication and Use of Language (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Reciprocal Communication and Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
5	Interest in Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
6	Comprehension of Age-Appropriate Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
7	Concepts About Print	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
8	Phonological Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
9	Letter and Word Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
10	Emergent Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other

KEI

Rating Record

Child: _____

DOMAIN: Cognition, Including Math and Science (COG:MATH)

Number within Domain	Measure Name	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Emergent	Unable to Rate	Unable to Rate Reason
1	Classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Number Sense of Quantity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Number Sense of Math Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
5	Patterning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
6	Shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other

DOMAIN: Physical Development (PD)

Number within Domain	Measure Name	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later	Emergent	Unable to Rate	Unable to Rate Reason
1	Perceptual-Motor Skills and Movement Concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Gross Locomotor Movement Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Gross Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Fine Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other

Kindergarten Entry Inventory

Measures at-a-Glance

For use with transitional kindergarten and kindergarten-aged children



Domain Name: Approaches to Learning–Self-Regulation
Domain Abbreviation: ATL-REG

Number within Domain	Measure Name
1	Curiosity and Initiative in Learning
2	Self-Control of Feelings and Behavior
3	Engagement and Persistence
4	Shared Use of Space and Materials



Domain Name: Social and Personal Competency
Domain Abbreviation: SPC

Number within Domain	Measure Name
1	Identity of Self in Relation to Others
2	Social and Emotional Understanding
3	Relationships and Social Interactions with Familiar Adults
4	Relationships and Social Interactions with Peers
5	Symbolic and Sociodramatic Play



Domain Name: Language and Literacy Development
Domain Abbreviation: LLD

Number within Domain	Measure Name
1	Understanding of Language (Receptive)
2	Responsiveness to Language
3	Communication and Use of Language (Expressive)
4	Reciprocal Communication and Conversation
5	Interest in Literacy
6	Comprehension of Age-Appropriate Text
7	Concepts About Print
8	Phonological Awareness
9	Letter and Word Knowledge
10	Emergent Writing



Domain Name: Cognition, Including Math and Science
Domain Abbreviation: COG:MATH

Number within Domain	Measure Name
1	Classification
2	Number Sense of Quantity
3	Number Sense of Math Operations
4	Measurement
5	Patterning
6	Shapes



Domain Name: Physical Development
Domain Abbreviation: PD

Number within Domain	Measure Name
1	Perceptual-Motor Skills and Movement Concepts
2	Gross Locomotor Movement Skills
3	Gross Motor Manipulative Skills
4	Fine Motor Manipulative Skills

ATL-REG 1: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

TN Kindergarten Standards:
No corresponding kindergarten standard



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Explores through simple observations, or manipulations, or asking simple questions</p>	<p>Explores by engaging in specific observations, manipulations, or by asking specific questions</p>	<p>Carries out simple investigations using familiar strategies, tools, or sources of information</p>	<p>Carries out multi-step investigations, using a variety of strategies, tools, or sources of information</p>	<p>Carries out experiments with things or materials, by systematically modifying actions and reacting to the results</p>	<p>Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Moves around a fish bowl to continue watching a fish as it swims around objects. ▶ Drops a marble in a maze and follows its path as it rolls to the bottom. ▶ Asks, "What's that doing?" when seeing the compact disc player in the listening center. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Puts a dry sponge in water and then squeezes it to see what happens. ▶ Observes a snail and asks, "Why do snails have shells?" ▶ Compares color or shape of leaves gathered on a nature walk. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Uses a magnetic wand to figure out which objects on a table it will lift up. ▶ Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs. ▶ Changes the compact disc to listen to a new story. ▶ Uses a communication device to learn about the new pet guinea pig. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Examines images from informational books or a computer to learn about the habitats of different animals. ▶ Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall. ▶ Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Makes a wooden block ramp steeper and steeper and runs a small metal car down it each time to find out what happens. ▶ Adds blue paint to a saucer of yellow paint a few drops at a time, stirring after each addition, to see how the green color changes. ▶ Kicks a ball into a play soccer goal repeatedly, placing the ball farther away (and at different angles) before each kick. ▶ Watches a cup of snow to see how long it takes to melt. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "But that's different from what my daddy told me," and asks why, after hearing an adult's response to a question about why plants are green. ▶ Sets up a ramp to experiment with whether it is true that objects roll down steeper ramps more quickly, after a peer shows that objects roll down steeper ramps more quickly than shallow ramps. ▶ Gathers information from books and the internet to create an environment for the classroom butterflies. ▶ Creates a model of a bridge, consulting pictures of bridges, talking with an adult and experimenting with creating a bridge across a divide.

Child is emerging to the next developmental level Unable to rate this measure

ATL-REG 2: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

TN Kindergarten Standards:
No corresponding kindergarten standard



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed	Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Waits to ride a favorite tricycle without trying to take it from another child. ▶ Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, "Do you want to make it again?" ▶ Frowns, but goes to a different play center when an adult communicates that there are too many children at this play center. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Insists that another child return a favorite item, but when refused, asks familiar adult for help. ▶ Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes the manipulative without asking. ▶ Communicates, "I want to sit here," when upset that there are no empty chairs near a friend. ▶ Calls out, "Teacher!" when another child takes all the counting bears. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Offers an object in exchange when another child has a desired object. ▶ Communicates, "Okay, but it's my turn when you're done," while waiting for a drink at the water fountain. ▶ Leaves the block area during free-choice play, after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children playing there. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I want a turn. Can I use the scooter after you go around two times?" after watching another child ride for a while. ▶ Communicates, "Don't push!" to another child trying to fit on the rug for story time, and then says, "Here's a spot," and moves over. ▶ Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story. ▶ Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Waits to be acknowledged by the adult before answering a question at circle time. ▶ Raises hands, as if to push, pauses, and then communicates, "I don't like it when you push! I was here first," when pushed by peer. ▶ Communicates to adult while in the computer center, "Can you tell me when I can play on the computer?" and then goes to the writing center, periodically looking toward the computer and the adult. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates to an adult, "It's sad that my daddy doesn't live with us, but that means I have two birthdays: one with my mommy, and one with my daddy!" ▶ Turns to play with another child and later communicates, "I don't like to play with them, they're mean," after being excluded by favorite playmates. ▶ Declines playing with the magnets when they become available in order to continue with another activity started while waiting for the magnets.

Child is emerging to the next developmental level

Unable to rate this measure

ATL-REG 3: Engagement and Persistence

Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

TN Kindergarten Standards:
No corresponding kindergarten standard



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
Continues self-selected activities with adult support, even though interest briefly shifts to other activities	Continues self-selected activities on own, seeking adult support to work through challenges	Works through challenges on own while engaged in self-selected activities	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity	Pursues simple multi-step activities, following the steps through to completion	Completes complex multi-step activities, making and adjusting plans as needed
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Strings large wooden beads with an adult to make a necklace, briefly watches another child who brings magnets to the table, and then continues stringing beads. ▶ Stops looking at books and starts to move away from literacy area, but returns when an adult begins reading a familiar book. ▶ Pauses to watch children playing a board game, but returns to drawing when the adult offers markers to finish the drawing. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Continues working on a difficult puzzle, asking an adult for help when needed. ▶ Continues looking at a book as an adult encourages other children entering the same area to find a book. ▶ Asks adult for headphones while listening to a story on a compact disc when other children begin to play noisily nearby. ▶ Starts to get ready to go outside with other children, and asks for adult assistance with zippers when putting on coat. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Continues to build a structure with interlocking blocks even when having difficulty finding the “right” pieces. ▶ Glues a variety of materials together to create a three- dimensional collage, trying different ways to make them stick. ▶ Repeatedly tries to trace around own hand. ▶ Completes an obstacle course using a walker, even on bumpy ground. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Continues to work on spinning a round hoop around own waist over successive days. ▶ Revisits a painting started on a previous day to add more detail and color. ▶ Writes own name, then writes it more clearly a second time at classroom sign-in table. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Makes a necklace of tiny beads, following a chosen pattern and correcting any errors along the way. ▶ Makes a landscape on the sand table, planning roads, bridges and houses. ▶ Makes a neighborhood map, including familiar landmarks, such as houses, a park, the library, and the fire station. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Creates a model of a bridge, consulting pictures, finding blocks of the right size, and getting other materials, as needed. ▶ Finishes current activity, puts away materials, and goes to the lunch table with no reminders after an adult announces it is time for lunch. ▶ Helps to create props and scenery in preparation for reenacting a story to present to the class.

Child is emerging to the next developmental level

Unable to rate this measure

ATL-REG 4: Shared Use of Space and Materials

Child develops the capacity to share the use of space and materials with others



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
<p>Shows awareness that other children might want to use materials, by taking action to control the materials</p>	<p>Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children</p>	<p>Follows expectations or procedures for sharing, most of the time, without adult prompting</p>	<p>Offers to share space or materials with others in the absence of explicit expectations for sharing</p>	<p>Shows concern about everyone being treated fairly in collaborative activities with others</p>	<p>Engages in sustained collaborative activities that involve mutual assistance</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Keeps all of the crayons nearby even if only using one or two colors. ▶ Communicates, "It's mine," when another child reaches for a red counting bear. ▶ Places favorite dolls behind back when other children are playing in the doll area. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Holds onto all the pencils while at the writing center, but then gives some to other children, with adult prompting. ▶ Keeps favorite crayons nearby, and pushes the basket of other colored crayons to the center of the table. ▶ Lets another child take a book from a pile nearby, but holds onto a few favorite books. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates to another child, "That's mine [referring to a carpet square]. Go get one from the pile over there," while getting ready for story time. ▶ Gets individual white boards off of the shelf to give to other children, according to the usual classroom practice. ▶ Communicates, "It's my turn when you are done," to a child who is using the water fountain. ▶ Puts name on waiting list when wanting to have a turn at the computer, after reminder by an adult that there is a waiting list. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Brings a carpet square to another child while getting ready for story time, without being asked. ▶ Makes room for another child who wants to join in the writing activity, and then offers a pencil to the child. ▶ Uses a communication device to ask another child to join in working with pattern blocks. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Helps a peer find a favorite book in the classroom library. ▶ Communicates, "It's not fair!" when a peer is excluded from a game. ▶ Passes the dice to another child who has been watching them play a math game. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Works with one or two peers to assemble a puzzle, accepting and offering help to figure out where the pieces go. ▶ Communicates, "Look at the picture." to a peer who has trouble identifying a word during shared storybook reading. ▶ Shares a magnifying glass with a partner so they both have a chance to see details of the insect wing they are closely looking at together.

○ Child is emerging to the next developmental level

○ Unable to rate this measure

SPC 1: Identity of Self in Relation to Others

Child shows increasing awareness of self as distinct from and also related to others

TN Kindergarten Standards:
No corresponding kindergarten standard



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Expresses simple ideas about self and connection to others</p>	<p>Describes self or others based on physical characteristics</p>	<p>Describes own preferences or feelings; <i>and</i> Describes the feelings or desires of family members, friends, or other familiar people</p>	<p>Compares own preferences or feelings to those of others</p>	<p>Describes and compares self and others using personality characteristics</p>	<p>Identifies and evaluates strengths and weaknesses by comparing self with others</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Acts out roles from own family in pretend play. ▶ Communicates, "I'm making cookies— just like Grandma!" while rolling play dough. ▶ Draws picture of a house and communicates, "This is my house." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, using communication board, "His hair is red!" ▶ Identifies own height, as indicated on a growth chart posted on the wall. ▶ Narrates details while drawing a picture of a friend. ▶ Draws a picture of own family, representing traits such as heights and hair colors. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates to an adult, "I was mad when it rained because we couldn't go outside." ▶ Communicates that a friend is happy because he is going to have a birthday party. ▶ Says, "I don't want to touch the caterpillar. It scares me." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Selects a pink crayon for a friend whose favorite color is pink, then selects a blue crayon for self. ▶ Communicates to a peer that they both like peanut butter and jelly sandwiches. ▶ Communicates, "I love to swim, but my sister doesn't." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Tells her grandma, "I'm a good friend in school because I share the markers," at the end of the day when she comes to pick her up. ▶ Communicates, "I like to be first to the door, but Michael doesn't care about being first." ▶ Communicates, "I'm shy." ▶ Communicates to a peer, "I like to talk to my friends when I get to school, and Brianna likes to read books when she gets to school." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates to a peer, "I'm great at math, but I'm not so good at reading," after an adult explains they will do a reading activity next. ▶ Moves to the back of a group of children when an adult asks, "Who knows how to use the microscope?" ▶ Communicates, "I think he likes her better than me."

Child is emerging to the next developmental level

Unable to rate this measure

SPC 2: Social and Emotional Understanding

Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
Identifies own or others’ feelings	Communicates, with adult assistance, about feelings that caused own behavior or others’ behavior	Communicates ideas about why one has a feeling or what will happen as a result of a feeling	Communicates ideas about how own or another’s personality affects how one thinks, feels, and acts	Compares people’s personality traits; <i>and</i> Demonstrates consideration for the thoughts or feelings of others	Uses understanding of another’s personality traits to explain and predict their behavior
Possible Examples <ul style="list-style-type: none"> ▶ Communicates, “I like to listen to music, too; it makes me happy,” after noticing a child playing with a musical triangle. ▶ Communicates that a crying child is sad. ▶ Communicates, “She wants the big truck.” ▶ Points to “angry” picture on emotion chart while listening to a story about a character who is angry. 	Possible Examples <ul style="list-style-type: none"> ▶ Responds that a friend is sad, when an adult asks, “Why did your friend get his blanket?” ▶ Communicates that the turtle in the story was scared, when an adult asks, “Why did the turtle go into its shell?” ▶ Communicates, “She misses her mommy,” when adult asks, “What happened?” 	Possible Examples <ul style="list-style-type: none"> ▶ Communicates, “He’ll be mad if his bridge is knocked down again.” ▶ Uses a communication device to express, “I feel sleepy when it gets dark.” ▶ Communicates, “I’m tired. I don’t want to write anymore.” 	Possible Examples <ul style="list-style-type: none"> ▶ Communicates to a peer, “You’re silly,” when the peer starts giggling and other children join in. ▶ Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches. ▶ Communicates that another child plays with everyone because he is so friendly. 	Possible Examples <ul style="list-style-type: none"> ▶ Communicates that a new friend is nice, just like his sister. ▶ Communicates to a child who is new to the class at pick-up time, “Don’t worry. Your mommy will come.” ▶ Describes self as a good friend and identifies other children who are also good friends. ▶ Suggests to a child who gets mad about a block tower that keeps falling to build it a different way. 	Possible Examples <ul style="list-style-type: none"> ▶ Communicates to a friend, “I think Joey left these crayons out. He’s always so messy,” after discovering crayons still out in the art area. ▶ Gestures toward a specific child and communicates, “She can do it, she isn’t scared of anything,” when the adult asks who wants to hold the baby chick. ▶ Asks a peer, “Do you want to help me water the flowers and plants, I know you always like to help.”

Child is emerging to the next developmental level

Unable to rate this measure

SPC 3: Relationships and Social Interactions with Familiar Adults

Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child	Takes initiative in creating cooperative activities with a familiar adult	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior
Possible Examples <ul style="list-style-type: none"> ▶ Communicates to a familiar adult, "Want to read with me?" during free-choice time. ▶ Completes a simple puzzle with a familiar adult, taking turns to fit pieces. ▶ Shows a drawing to a familiar adult and tells the adult what is happening in the drawing. ▶ Uses an electronic tablet to play a game with a familiar adult. 	Possible Examples <ul style="list-style-type: none"> ▶ Asks a familiar adult what they might see when they go on a field trip. ▶ Asks a teacher why another child is not going outside with the group. ▶ Asks a familiar adult for a suggestion about how to fold the paper to make a paper airplane fly. ▶ Asks a familiar adult, "Is that the zoo we went to?" while looking at photos of zoo animals. 	Possible Examples <ul style="list-style-type: none"> ▶ Offers to carry napkins and cups to the tables when a familiar adult begins preparing for snack. ▶ Brings a board game to a familiar adult and communicates an interest in playing together. ▶ Gives pretend food to a familiar adult and communicates, "I made some hamburgers for you. You tell me what you want to drink." 	Possible Examples <ul style="list-style-type: none"> ▶ Works together with a familiar adult to complete a puzzle over several days, organizing pieces in different ways. ▶ Plans a writing activity with a familiar adult, communicating by signing the materials needed. ▶ Gathers possible construction materials, such as glue, paper, and scissors, from a supply shelf to contribute to a building project with a familiar adult. ▶ Works with a familiar adult and a group of children to make a prop for a class play over two days, offering ideas for its design and what materials to use. 	Possible Examples <ul style="list-style-type: none"> ▶ Communicates to peer who is talking loudly, "The teacher said to use our inside voices." ▶ Communicates to peers, "It's time to clean up and get ready for snack," after noticing a familiar adult clearing off the lunch table. ▶ Opens door for a familiar adult who is carrying an armful of books. ▶ Quiets down at circle time after noticing the teacher is holding up a book to read aloud to the group. 	Possible Examples <ul style="list-style-type: none"> ▶ Laughs and communicates, "That was funny!" while watching as a familiar adult tells a joke and laughs. ▶ Asks a familiar adult what kinds of things they like to do together after the adult shares a picture of being outside with a dog. ▶ Asks a familiar adult, "Do you like to dance?" after the adult puts on dance music. ▶ Communicates, "Sometimes my mom is tired from working all day and doesn't feel like playing games with me at night."

○ Child is emerging to the next developmental level

○ Unable to rate this measure

SPC 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

TN Kindergarten Standards:
No corresponding kindergarten standard



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays</p>	<p>Participates in extended episodes of cooperative play (including pretend play) with one or two friends</p>	<p>Initiates sustained episodes of cooperative play (including pretend play), particularly with friends</p>	<p>Organizes or participates in planning cooperative play activities with several peers, particularly with friends</p>	<p>Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another’s feelings or negotiates conflicts in a fair and balanced way)</p>	<p>Explains own feelings, thoughts, and opinions to other children</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Takes a few turns trying on hats with a peer. ▶ Plays chase briefly outside with two peers, and then goes to play alone on the slide. ▶ Plays cars with a peer for a short while. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Builds a train track with two friends, taking turns connecting the track pieces. ▶ Laughs and makes funny noises or faces with a friend while singing a song together. ▶ Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Invites friends to build a castle with blocks, and, at clean-up time, asks to save it so they can continue building tomorrow. ▶ Invites friends to continue working on the art project from the day before. ▶ Plays school with friends, showing them the charts on the wall and pretending to read a book aloud. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Plans how to design a large drawing on a poster with several peers, choosing materials and negotiating tasks. ▶ Acts out a familiar story with peers, planning different characters and scenarios. ▶ Joins peers in planning and gathering materials needed for small group writing activity. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Asks a friend, “What should we play, blocks or puppets?” and plays the activity the friend chooses. ▶ Suggests taking turns when they both want to play on the swings. ▶ Defends a friend who is teased by another child. ▶ Tells another child to not sit on the carpet square because it is being saved for another friend. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Shares with a friend that blue is the prettiest color and that’s why it is her favorite. ▶ Communicates to another child, “I was scared when the door slammed shut, I thought it was a stranger.” ▶ Communicates in agreement with a friend, “I like her, too. She is nice. But, he’s too loud and I don’t like to sit next to him during reading time.”

Child is emerging to the next developmental level

Unable to rate this measure

SPC 5: Symbolic and Sociodramatic Play

Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others

TN Kindergarten Standards:
No corresponding kindergarten standard



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
Engages in pretend-play sequences	Engages in pretend play with others around a shared idea	Engages in roles in pretend-play sequences with others	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea	Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group	Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Pretends to be a doctor and takes care of a stuffed bear that is "sick." ▶ Makes a pretend cake and offers a "taste" to an adult. ▶ Makes a 'pizza' out of play dough and puts it in the play oven. ▶ Sits in a box, pretending it is a boat. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Sits in a box with a peer, holding a "steering wheel," and communicates, "My turn to drive the bus." ▶ Pours "coffee" for friends while seated together at a table in the dramatic play area. ▶ Pretends to put out fires on the playground with others, using pretend hoses and wearing firefighter hats. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Pumps arm while saying "Who-who," and then collects "tickets" from seated "passengers." ▶ Plays store, "scanning" items, placing them in bags, and collecting "money" from peers. ▶ Uses a hose to "pump gas" as other children wait in line with their tricycles. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Agrees with peers on who will be the bus driver, who will be the child, and who will be the mommy, while acting out school-bus play. ▶ Plans with peers to pretend to be a family going on a trip: using chairs as seats for a car, negotiating roles, and deciding where they will go. ▶ Assigns roles and acts out classroom routines (e.g., circle time, snack time) with other children. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Finds more scarves and instruments to give the children joining the "musical dance party" during pretend play. ▶ Communicates, "We can pretend we are in the jungle, instead of the beach, if we want to be lions," in response to another child's request to be a lion instead of a dolphin. ▶ Offers to stop being the bus driver when another child requests to be the bus driver. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I don't want to go near the water because I'm scared of the water," while pretending to be a character in a story who is scared of the water. ▶ Enacts a complex story, using action figures, about rescuing townspeople from "bad guys" while overcoming obstacles. ▶ Communicates, "Let's pretend you have a long-lost sister who suddenly appears and she has lots of money!" and subsequently enacts the sister role.

Child is emerging to the next developmental level

Unable to rate this measure

LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

TN Kindergarten Standards:
No corresponding kindergarten standard



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Shows understanding of a wide variety of phrases or sentences</p>	<p>Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities</p>	<p>Shows understanding of language that refers to abstract concepts, including imaginary events</p>	<p>Shows understanding of a series of complex statements that explain how or why things happen</p>	<p>Shows understanding that language can be used to express different intentions; <i>and</i> Demonstrates understanding of word play, jokes, and riddles</p>	<p>Demonstrates understanding of common figurative language such as idioms, metaphors, and similes</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Offers to help after an adult communicates, "Would you like to help me carry these counters to the table?" ▶ Offers to help after an adult communicates, "Would you like to help me feed the turtle?" ▶ Collects different types of art supplies after an adult explains an art project and where to find the supplies. ▶ Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?" 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!" ▶ Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room. ▶ Points to pictures of a parrot, an owl, and an eagle as an adult says the name of each bird. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I'm going to be a princess someday and live in a castle," while playing with costumes. ▶ Pretends to be a character in a story after a read-aloud of the story. ▶ Contributes ideas during a classroom activity about what grown-ups do while at work. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Explains how to plant seeds to a peer after an adult reads a book about planting seeds. ▶ Draws a picture about the changing seasons, after an adult talks about why the weather has changed. ▶ Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "It must have been an accident," when another child says, "I didn't mean to break the vase." ▶ Communicates, "No way," when adult says dramatically, "It's so cold I think my nose will fall off." ▶ Laughs when peer communicates, "Why did the cookie go to the doctor? Because it felt crummy." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Looks outside at the rain storm when an adult says, "It's raining cats and dogs." ▶ Nods and places hand on friend's shoulder when the friend communicates, "I couldn't remember what to say, I got cold feet," after a school play. ▶ Responds about an art project with peers, "We worked all morning," after adult says, "You are as busy as bees!"

Child is emerging to the next developmental level

Unable to rate this measure

LLD 2: Responsiveness to Language

Child communicates or acts in response to language and responds to increasingly complex language

TN Kindergarten Standards:
No corresponding kindergarten standard



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
<p>Responds to one-step requests or questions that involve a familiar activity or routine</p>	<p>Carries out a one-step request that relates to a new or an unfamiliar activity or situation</p>	<p>Carries out multi-step requests that involve a familiar activity or situation</p>	<p>Carries out multi-step requests that involve a new or unfamiliar activity or situation</p>	<p>Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions</p>	<p>Carries out multi-step detailed instructions that involve imaginary sequences of events or directions or rules of a new or unfamiliar activity (e.g., a game)</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Picks up sand toys after an adult says, "Please pick up the sand toys." ▶ Brings a watering can to the garden after a peer asks, "Want to water?" ▶ Brings shoes after an adult requests, "Bring me your shoes. I'll help you put them on." ▶ Uses a communication board to make a choice when an adult says, "Tell me what you would like to do next." ▶ Communicates, "Yo," ["Me," in Spanish], after an adult asks, "Who is the helper for snack?" 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Puts used paper into recycling bin that was recently added to the room after adult communicates, "Please put used paper in the recycling bin." ▶ Follows simple direction to tag another child when learning a new game. ▶ Gets drum after adult communicates, "Let's get ready for the new music teacher." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Puts toy in cubby and goes to rug when adult communicates it is time to put your toy in the cubby and go to the rug for storytime. ▶ Follows the steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands. ▶ Follows adult's request to "push your chair in, put your book in the cubby, and wash your hands." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Chooses a book and then carries it to the library counter after an adult says, "Find a book and take it to the library counter." ▶ Gathers different materials from outside, brings them inside, and places them on a table, as suggested by an adult, to create a nature display. ▶ Cares for a new pet for the first time by providing clean water, food, and fresh shavings for a guinea pig, after being told the steps by a peer. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Follows adult's direction to find trapezoid, rhombus, and hexagon shapes, to check each off the list when it is found, and to draw a picture of each shape. ▶ Follows adult's directions to line up in a pair with another child next, wait for a turn, and then pass the ball back and forth with the peer while practicing soccer during gym or outside recess. ▶ Follows instructions that explain how to construct a 100's day poster – by segmenting the poster into 10 sections, selecting 10 groups of items, and then gluing the items to the poster. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Participates in linking arms and moving body with a peer while standing back-to-back, in response to adult suggestion to be a "shadow" during a movement activity. ▶ Repeats and writes down the rules of a new game a peer created. ▶ Begins to assemble an igloo according to an elaborate plan for building it previously discussed by a group of peers.

○ **Child is emerging to the next developmental level**

○ **Unable to rate this measure**

LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Uses short phrases or sentences of more than two words to communicate</p>	<p>Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate</p>	<p>Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors</p>	<p>Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events</p>	<p>Uses much of the grammar of adult-like speech, sometimes with grammatical errors; <i>and</i> Adapts own speech to the level of the listener</p>	<p>Uses most of the grammar of adult-like speech; <i>and</i> Converses about a broad range of abstract ideas and concepts</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "It's my turn," when an adult brings the pet rabbit for a visit. ▶ Communicates, "I want Mommy." ▶ Communicates, "I like dogs," while looking at an animal book. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "The rabbit is scared," when sharing a story about a rabbit who went into the bushes. ("Scared" is an adjective.) ▶ Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.) ▶ Communicates, "Our dog is huge," after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word.) 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates to a peer, during play, "Yesterday, we made vegetable soup at my house." ("We" is a pronoun; "made" is past tense.) ▶ Communicates, "His birthday is tomorrow. He <i>will</i> be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.) ▶ Communicates in sign language that the cat's feet are wet. ("Cat's" is possessive; "feet" is plural.) ▶ Communicates, "He <i>runned</i> really fast [He <i>ran</i> really fast]." ("Runned" is past tense with grammatical error.) 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and then he got in trouble. We put him outside and he was very sad." ▶ Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings." ▶ Communicates to a peer, "Let's hurry and clean up so we can go outside." ▶ Communicates, "My grandma is really old. She has white hair and lots of wrinkles." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I used to like those cookies," pointing to a cookie and then repeats to a friend who can't see over the counter, "I used to like chocolate chip cookies, but now I like sugar cookies." ▶ Begins communicating loudly and then lowers to a whisper, "I am going to read this book over there," to an adult in the room. ▶ Asks another child, "Do you like the red dinosaur or the green dinosaur?" then communicates to adult, "She likes the stegosaurus." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I don't always understand how to make the video player work, but if I think of it like my game player I figure out how to make it work." ▶ Communicates to peer while looking at a book about the moon and planets, "I used to think the moon was following me. Now I understand that it looks like its moving because the earth is actually moving." ▶ Communicates to adult away from peers, "I feel confused about what I should do when I see my best friend playing with someone else. Should I ask to play with them or find someone else to play with?"

Child is emerging to the next developmental level

Unable to rate this measure

LLD 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Engages in brief back-and-forth communication, using short phrases and sentences</p>	<p>Engages in brief conversations with a shared focus</p>	<p>Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas</p>	<p>Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas</p>	<p>Builds on both concrete and abstract ideas of others during extended conversations</p>	<p>Seeks additional information during extended conversations in order to understand and build on the ideas of others; and Displays appropriate turn taking and social conventions of conversation</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> Communicates, "I'm the baby," after a peer communicates, "I'm the mommy," while playing house. Hands play dough to a peer. When the peer takes the play dough and says, "I'm gonna make a dog," responds, "I'm making a snake." Asks a peer for some pattern blocks to put on the mat in the math center. When the peer replies, "Here" and hands over several blocks, responds, "That's too many," and takes only two pattern blocks from the peer 	<p>Possible Examples</p> <ul style="list-style-type: none"> Communicates, "That's my family," while sharing a family photo with a peer. When the peer says, "You have two sisters," responds, "I have a big sister, and that's my baby sister." Responds to an adult's comments about animals that live in the zoo, "I went to the zoo." When an adult replies, "There are lots of animals in the zoo," child says, "I like the alligators best," and continues to converse about other animals at the zoo. Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When peer responds, "Yeah, really hairy," child continues, "He has lots of legs, too." 	<p>Possible Examples</p> <ul style="list-style-type: none"> Has a conversation with a peer about things that they like to do together with their families. Says, "My family goes to the park on Sundays." When peer asks, "Every Sunday?" child responds, "Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground." Then when peer says, "My grandma takes me to the park," child responds, "My grandma takes me to the store." Conversation continues. Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds. 	<p>Possible Examples</p> <ul style="list-style-type: none"> Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow. Has a conversation with a peer before and while building a structure with blocks, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it. Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place. 	<p>Possible Examples</p> <ul style="list-style-type: none"> Asks a peer, "Would you like to come over to my house to play?" When peer asks, "Today?" child responds, "I'll ask my mom if it's okay to invite a friend over today." Conversation continues. Adds, "And then you lean forward to go again," during a conversation with a friend about how to ride a skateboard. Shares that they will need to bring really warm clothes when having a conversation with a peer about going on a camping trip to the North Pole. 	<p>Possible Examples</p> <ul style="list-style-type: none"> Asks an adult if it is a lie to tell your friend you don't feel well if you don't want to play with them. Listens to adult's ideas about making choices and being truthful about what you want. Responds to adult, "Maybe I will just say that I don't feel like playing." Asks a peer, "Why don't you like broccoli?" after a peer communicates liking all vegetables except broccoli. After listening to peer's response, adds, "I like broccoli with melted cheese on it. Would you like that?" Waits for peer to respond. Asks, "Do you think it would be okay if I eat three crackers?" after a peer communicates, "We have to make sure there are enough crackers for everyone." Then communicates, "I think there will be enough," after peer asks, "Are you sure there will be enough if everyone got three crackers?"
<p>Note: Conversations can include communication using sign language or alternative communication systems.</p>					

Child is emerging to the next developmental level

Unable to rate this measure

LLD 5: Interest in Literacy

Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways

TN Kindergarten Standards:
English/Language Arts K.FL.F.5, K.FL.VA.7c, K.RL.CS.4, K.RI.CS.4, K.RL.RRTC.10, K.RI.RRTC.10



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
<p>Looks at books page by page;</p> <p><i>or</i></p> <p>Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult</p>	<p>Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games</p>	<p>Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story</p>	<p>Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests</p>	<p>Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts</p>	<p>Engages in independent and shared book reading;</p> <p><i>and</i></p> <p>Uses text to research topics of interest;</p> <p><i>and</i></p> <p>Participates in adult-led discussions exploring literature</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Pretends to read a book from start to finish. ▶ Explores book with Braille and tactile content with hands. ▶ Sings some words of a familiar song, from beginning to end, with an adult. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Asks questions or communicates about why something happened in a story. ▶ Starts a song or rhyme with others while playing outside. ▶ Uses finger puppets while reciting a familiar rhyme. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Uses flannel-board pieces to retell parts of a story after story time. ▶ Retells a familiar story to a peer while pretending to read from a book. ▶ Uses a communication device to tell the sequence of events in a favorite story. ▶ Pretends to be a character from a story using props. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Chooses to read a book related to a particular theme or interest (e.g., dinosaurs or fairies). ▶ Asks for help finding a book about bugs after listening to a story about ladybugs. ▶ Participates, with others, in using the computer to create a story about a class trip. ▶ Makes up own version of rhyming song with peers' names. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Constructs a storybook about places to visit that includes pictures from a travel magazine. ▶ Looks at a book about the "phases" of the moon after moon phases had been introduced by an adult. ▶ Communicates that she is reading a book about the history of trains after hearing her grandmother talk about how she rode trains as a child. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates excitedly about the story of a baseball hero he read with an adult yesterday and asks for the book to be read during group reading. ▶ Resumes reading a chapter book from the library during free time. ▶ Takes turns discussing sections of a familiar story with peers, while an adult helps facilitate the discussion. ▶ Selects a book from the library about how to care for a puppy and communicates about wanting a puppy.

○ **Child is emerging to the next developmental level**

○ **Unable to rate this measure**

LLD 6: Comprehension of Age-Appropriate Text

Child develops capacity to understand details and ideas from age-appropriate text presented by adults



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
Makes comments or asks questions about text presented in books or the environment	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect	Demonstrates understanding of both narrative and information text by summarizing, comparing, or making inferences about people, objects, or events	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, “Elephants have really big ears,” after an adult reads about elephants. ▶ Asks, “Why did they go there?” during the reading of a story. ▶ Points to a lighted exit sign and asks, “What does that say?” 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Reenacts a story about firefighters with peers, using props for hoses, boots, and hats. ▶ Pretends to direct traffic after listening to a book about what community helpers do. ▶ Uses a shawl to carry a doll after a read-aloud of the storybook <i>What Can You Do with a Rebozo?</i> [“Shawl” in Spanish]. ▶ Communicates that the caterpillar will have a stomachache after rereading <i>The Very Hungry Caterpillar</i>. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, “What will happen next?” ▶ Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly. ▶ Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book <i>Where the Wild Things Are</i>. ▶ Comments, “The man got mad because the monkeys took his hat,” during a read-aloud of the story <i>Caps for Sale</i>. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, using a communication board, “Firefighters have to wear special clothes so that they don’t get burned,” after an adult reads a book about what firefighters do. ▶ Holds up two books about bears and communicates, “These two books are about bears, but the bears in <i>Goldilocks</i> are nicer.” ▶ Relates what happens in a familiar storybook to a peer as they begin to share the book together. ▶ Brings a book from home and communicates to the class about what happens in the story and why. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, “At first, I thought the blue fish swam fast, and then I realized that he was lonely and wanted to find his mom. That is why he was in such a hurry,” after reading a book together with an adult. ▶ Retells a story using detail explaining why it is an important story about how we are polluting the earth. ▶ Communicates, “It is not okay that some people don’t have food to eat and go to bed hungry,” after hearing a story read by an adult about children living in poverty. ▶ Puts hands at sides and faces forward after looking at the chart for how to line up in the hallway. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Asks, “How can you go back in time?” after hearing a story about time travel. ▶ Asks a peer, “In the story, did the wizard cast a spell over the children or did they just change?” ▶ Communicates that today is Tuesday and the classroom plant needs to be watered, after looking at the plant watering chart and asking out loud, “Should we water the plant today?”

Child is emerging to the next developmental level

Unable to rate this measure

LLD 7: Concepts About Print

Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning

TN Kindergarten Standards:
English/Language Arts K.FL.PC.1a-b, K.FL.PC.1e, K.RL.CS.5, K.RI.CS.5



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
Demonstrates awareness of the way books are handled	Demonstrates understanding that print and symbols carry meaning	Demonstrates understanding of how to follow print on a page of text	Demonstrates understanding that print is organized into units, such as letters, sounds, and words	Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information	Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation
Possible Examples <ul style="list-style-type: none"> ▶ Picks up a book, opens it up, and then turns it right side up. ▶ “Reads” to self, attempting to turn pages from front to back. ▶ Turns pages of an adapted book using ice pop stick handles. 	Possible Examples <ul style="list-style-type: none"> ▶ Points at a stop sign and then communicates, “That means stop,” while looking at pictures on a felt board. ▶ Points to the print while pretending to read a page with both print and pictures. ▶ Requests that an adult writes words next to a picture the child has drawn. 	Possible Examples <ul style="list-style-type: none"> ▶ Moves fingers along print, from one end of the page to another. ▶ Points to the first word on a page and then communicates, “Start here.” ▶ Points to the words on the front cover of the book or title page and communicates that it is the name of the book. ▶ Follows along Braille text with both hands. 	Possible Examples <ul style="list-style-type: none"> ▶ Communicates, “There are two words on this sign,” while looking at a sign with the words “Writing Center.” ▶ Creates a pretend grocery list with letters that look like words, then names the words as grocery items, such as “corn,” “milk,” and “bread.” ▶ Communicates that the first letter or sound of a peer’s name is the same as the first letter or sound of child’s own name. 	Possible Examples <ul style="list-style-type: none"> ▶ Communicates, “I got three birthday cards in the mail and one had a letter from my grandpa.” ▶ Communicates, “For the scavenger hunt at my party, let’s leave clues on note cards or sticky notes so my friends know where to go for the next clue.” ▶ Looks at the instructions of a board game, hands them to an adult, and asks who is supposed to. 	Possible Examples <ul style="list-style-type: none"> ▶ Uses index finger to track the sentences in a story while an adult reads the story, pausing finger at the punctuation at the end of sentences. ▶ Communicates, “This is the beginning of the sentence because the first word has a capital letter.” ▶ Communicates, “There are three sentences on this page.”
<p>Note: Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right within a horizontal line of print and from top to bottom in books and other print media. Other languages (e.g., Arabic, Hebrew) are written from right to left within a horizontal line of print and from top to bottom in books and other print media.</p>					

○ **Child is emerging to the next developmental level**

○ **Unable to rate this measure**

LLD 8: Phonological Awareness

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Engages actively in play with sounds in words or rhymes,</p> <p><i>or</i></p> <p>Sings simple songs,</p> <p><i>or</i></p> <p>Repeats simple nursery rhymes</p>	<p>Demonstrates awareness of larger units of language (e.g., words, syllables)</p>	<p>Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects;</p> <p><i>and</i></p> <p>Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects</p>	<p>Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects;</p> <p><i>and</i></p> <p>Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects</p>	<p>Matches initial and final sounds of words;</p> <p><i>and</i></p> <p>Segments and blends initial and final phonemes of words</p>	<p>Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Rhymes children's names with other words during a group sing-along. ▶ Sings "Twinkle, Twinkle, Little Star" with a group. ▶ Communicates the rhyming word "fall" after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . . .?" ▶ Uses signs to participate in a song such as "The Wheels on the Bus." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words. ▶ Claps the syllables in familiar words, such as children's names or days of the week with adult and peers. ▶ Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat" with adult and peers. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Answers, "Goldfish," after an adult asks, "If you put together the words 'gold' and 'fish,' what word does that make?" ▶ Communicates, "Rain," after an adult communicates, "There are two words in 'raincoat.' What happens when we take away the word 'coat?'" while moving a picture of a coat away from a picture of rain. ▶ Communicates, "Zebra," after an adult separates the word into syllables, and says, "Ze—" and "—bra," while looking at a wordless picture book about the zoo. ▶ Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables 'mark-' and '-er,' together?" 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "Cup," at the snack table, after an adult says, "I have a c—up. What do I have?" ▶ Communicates, "Ice," after an adult asks what word is left when the m— is removed from the word "mice," while playing a word game. ▶ Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say 'dog?'" while looking at pictures of dogs together. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Chooses the picture of a mouse after an adult shows her a picture of milk and asks her to find another picture that begins with the same initial sound as milk. ▶ Selects a picture of a bat when asked to find the word that ends the same as 'pet'. ▶ Points to and says the name of three objects found in the classroom as the teacher sounds out the individual phonemes of each object, (e.g., /c/-/u/-/p/ for cup; e.g., /j/-/u/-/g/ for jug). ▶ Communicates, "Ink, pink ink," when adult playing sound game asks, "What little word do you have if I take off the initial sound of /P/' from the word pink?" 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Sounds out the word cat, "/c/ /a/ /t/," when adult playing sound game asks, "What are the sounds in 'cat?'" ▶ Sings the name "Mary" then sings the name "Gary" by substituting "/G/" for "/M/" to make Gary, when playing the name game. ▶ Communicates to a peer, "No, my name is pronounced 'Kim,' not 'Kam.'"
<p>Note: Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence is very similar to that of a hearing child.</p>					

Child is emerging to the next developmental level Unable to rate this measure

LLD 9: Letter and Word Knowledge

Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Demonstrates awareness of a few letters in the environment</p>	<p>Identifies some letters by name</p>	<p>Identifies ten or more letters (not necessarily at the same time);</p> <p><i>and</i></p> <p>Shows understanding that letters make up words</p>	<p>Identifies most uppercase letters;</p> <p><i>and</i></p> <p>Identifies most lowercase letters;</p> <p><i>and</i></p> <p>Shows understanding that letters correspond to sounds in words</p>	<p>Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the majority of consonants and many vowels;</p> <p><i>and</i></p> <p>Identifies frequently-used words (e.g., the, of, is, to, you, she, my)</p>	<p>Assembles or splits apart words to make new words;</p> <p><i>and</i></p> <p>Identifies both short vowel sounds and long vowel sounds for most vowels</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Holds up hand or communicates, "Me," when an adult holds up a sign with child's name. ▶ Finds the first letter of own name in the environment, such as on labels, artwork, cubbies, or chairs. ▶ Communicates, "I found the same letter," when playing a letter matching game in print or Braille. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Names some letters while looking at an alphabet book. ▶ Points and names some letters in an alphabet puzzle. ▶ Communicates some letter names in Braille. ▶ Identifies some letters in Braille. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Names at least ten letters while placing them on a magnet board. ▶ Copies the word "cat" and communicates that it says "cat" (letters may not be written accurately). ▶ Says, "Fish," after reading the word in Braille. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I have two As in my name, one big A and one little a," when reading own name, Anna, on cubby. ▶ Names, by sight or touch, most of the letters of the alphabet, when reading an alphabet book. ▶ Communicates, "Those both start with B," after hearing the words "ball" and "bat" in a story. ▶ Looks at the word "mat" in large print and says "m" (letter sound). 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Says every letter while reading an alphabet book, sometimes also sounding out the letters, such as "h,/ha/." ▶ Says the sound of each letter, "/c/-/a/-/t/, cat," after identifying the word "cat" by sight or touch. ▶ Identifies common words "the" and "like" when looking at a song chart. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "There are two ways you can say this letter," while pointing to the lowercase letter "a." ▶ Looks at the word "bait," and accurately says "the second vowel means it's not "bat," it's "bait." ▶ Communicates, "If you take out the "o" in "come" and put in an "a" it becomes "came."

Child is emerging to the next developmental level Unable to rate this measure

LLD 10: Emergent Writing

Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
<p>Makes scribble marks or simple drawings that represent people, things, or events</p>	<p>Makes marks to represent own name or words</p>	<p>Uses letters or clearly recognizable approximations of letters to write own name</p>	<p>Writes several words or a few simple phrases, or clearly recognizable approximations</p>	<p>Writes and composes simple sentences to communicate ideas to others</p>	<p>Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Draws circles and lines and comments "Baby" and "Mommy." ▶ Makes marks on paper and then explains that it is a birthday cake. ▶ Draws a series of lines to represent a house and a tree. ▶ Makes marks to represent the dog from a story by moving finger on screen of tablet or touch screen of computer. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Makes marks that are linear and spaced like letters or words while writing a pretend grocery list. ▶ Makes marks to write down a restaurant order in the dramatic play area. ▶ Uses an adaptive device to hold a marker to make marks on paper to represent the word "mom." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Signs a self-made card to grandma, using a few letters from own name. ▶ Uses a few letter stamps to represent own name. ▶ Writes own name on drawings made in class. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Writes, "bog" ["dog"], copying the word from a book, to label a drawing of a dog. ▶ Writes "STOP" on a stop sign in a drawing. ▶ Writes "I love you" on a drawing made for a family member. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Writes a simple sentence, e.g., "I wnt a dog," when asked to write a letter to his parents. ▶ Writes "I love you, Daddy and Mommy," correctly on a drawing. ▶ Writes a simple thank you note, e.g., "Thk you for cmng to vst," after the dentist visits the classroom. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Writes a short autobiographical story about the day he learned to ride a bicycle. ▶ Writes directions for how to get to his house from school. ▶ Writes a multi-sentence description of how to decorate a cake.
<p>Note: Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), while others use characters (e.g. Chinese).</p>					

○ **Child is emerging to the next developmental level** ○ **Unable to rate this measure**

COG: MATH 1: Classification

Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
<p>Sorts objects into two groups based on one attribute, but not always accurately</p>	<p>Sorts objects accurately into two or more groups based on one attribute</p>	<p>Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups</p>	<p>Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute</p>	<p>Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups</p>	<p>Sorts objects to gather and organize information, compares the groups of objects, and interprets the information</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Separates blocks into a blue pile and a green pile, leaving a few green blocks in the blue pile. ▶ Sorts rocks into two piles, big and small, after a neighborhood walk. ▶ Picks out toy trucks from a basket of toys and sets them on a nearby shelf, and then picks out toy cars from the basket and sets them on a different shelf. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Separates a pile of toy animals by kind (e.g., dogs, cats, and birds). ▶ Puts crayons, pencils, and markers into different containers. ▶ Sorts a group of big squares and little squares into two piles by using eye gaze to indicate where an adult should put each square. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Sorts buttons by color, and then sorts all of them again by shape or size. ▶ Sorts shoes based on color, and then re-sorts all of them by type (e.g., slippers, boots, tennis shoes). ▶ Sorts flannel-board pieces by type (e.g., shoes, pants, and shirts), and then re-sorts all of them by what is worn on a hot day and what is worn on a cold day. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Separates tiles into four groups: blue circles, blue squares, red circles, and red squares. ▶ Removes utensils from the play kitchen and sorts them into groups: big spoons, small spoons, big forks, and small forks. ▶ Sorts the bin of interlocking blocks into several piles, first by color, then by shape (e.g., squares and rectangles). 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Puts pictures of a scarf, hat, and warm jacket together and pictures of a bathing suit, sandals, and bucket together. Communicates, "These three you use in the winter and these three you use in the summer." ▶ Sorts cards with pictures of tools into garden tools, building tools, and kitchen tools, and communicates the type of tools in each group. ▶ Puts a ruler, a magnifying glass, and a balance scale into a storage bin, and scissors, a hole puncher, and construction paper in a basket, and then communicates, "The tools in the storage bin are for the science table and the tools in the basket are for art." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Places a variety of apples into three bowls based on color, counts the number of apples in each bowl and communicates, "The most apples we have are green, then red, then yellow." ▶ Sorts cards used to track the weather during the month and counts the number of cards in each category to report how many sunny, cloudy, and rainy days there were that month. ▶ Organizes the forks and spoons, and communicates, "We have more spoons than forks and more small spoons than large spoons."

○ Child is emerging to the next developmental level

○ Unable to rate this measure

COG: MATH 2: Number Sense of Quantity

Child shows developing understanding of number and quantity

TN Kindergarten Standards:
Math K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.4a-c, K.CC.B.5, K.NBT.A.1, K.MD.C.4



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Identifies small quantities without counting, up to three</p>	<p>Counts up to five objects using one-to-one correspondence;</p> <p><i>and</i></p> <p>Recites numbers in order, one through ten</p>	<p>Shows understanding that the last number counted is the total number of objects in the group</p>	<p>Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence;</p> <p><i>and</i></p> <p>Recites numbers correctly, up to 20</p>	<p>Recites numbers in order up to 100 by ones and by tens, starting at any given number;</p> <p><i>and</i></p> <p>Counts at least 20 objects correctly using one-to-one correspondence;</p> <p><i>and</i></p> <p>Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19);</p> <p><i>and</i></p> <p>Reads and writes numerals 0 to 20</p>	<p>Counts beyond 100, starting at any given number;</p> <p><i>and</i></p> <p>Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones;</p> <p><i>and</i></p> <p>Reads and writes two digit numerals up to 100</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates a desire for two apple slices after noticing that a peer has two apple slices. ▶ Communicates, "Three dogs," while looking at a picture of three dogs. ▶ Communicates, "Now I have one bear and you have one," while giving a peer a counting bear. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Counts out loud, "One, two, three, four, five," saying the next number as the next cup is placed on the table. ▶ Chants numbers from one to 10 in order while waiting for a drink at the water fountain. ▶ Counts, "One, two, three," out loud while pointing to each of three squares on a light box. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Counts ducks in a story book, "One, two, three, four, five," and then communicates that there are five. ▶ Communicates that there are six cubes after counting a collection of six cubes. ▶ Counts four pencils and says, "Four," when asked how many pencils there are. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Counts six chairs, then counts seven children, and communicates, "We need one more chair." ▶ Counts accurately to 20 while marching. ▶ Counts on fingers to determine how many pencils to get so that each child at a table of six has one. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Counts days on a number chart continuously up to 100 marking the 100th day of school on the class calendar. ▶ Arranges 25 small rocks in a line, and counts them in order, one at a time. ▶ Separates 14 flowers into two groups, 10 and 4, and communicates, "All together there are 14." ▶ Writes down the number "12" to indicate how many peers like red apples. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Counts 34 straws by first counting three bundles of ten straws, "ten, twenty, thirty," and then counts four loose straws "31, 32, 33, 34," and writes down that there are "34" straws. ▶ Draws six circles and marks ten lines in each circle and communicates, "There are sixty all together." ▶ Communicates, "93 is bigger than 85," and places a ">" symbol between the numbers. ▶ Counts by tens up to 100 and then continues by ones "101, 102, 103, 104, 105, 106, 107, 108, 109, 110."

Child is emerging to the next developmental level

Unable to rate this measure

COG: MATH 3: Number Sense of Math Operations

Child shows increasing ability to add and subtract small quantities of objects



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less</p>	<p>Identifies the new number of objects after one object is added to or removed from a set of two or three objects</p>	<p>Uses counting to add or subtract one or two objects to or from a group of at least four objects</p>	<p>Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation</p>	<p>Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation;</p> <p><i>and</i></p> <p>Demonstrate understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., $7=5+2$; $7=6+1$)</p>	<p>Represents and solves addition and subtraction word problems with totals up to 20, by using objects, drawings and equations, applying advanced strategies (e.g., count-on), including strategies that reflect understanding of properties of addition and subtraction</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "Now we have more," when an adult combines markers from the shelf with some on the table. ▶ Communicates, "They're almost gone," after taking the next-to-last unit block out of the basket. ▶ Notices when another child's bowl has more beads than own bowl, and asks an adult to add beads to own bowl. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "Now we have three," when adding a third snail to the two collected from the yard. ▶ Communicates, "Only two left," when an adult removes a torn bean bag from a group of three bean bags. ▶ Gives one of two cars to another child, and then communicates, "I have one and you have one." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Adds one counting bear to a group of four, and counts, "I have one . . . two . . . three . . . four . . . five." ▶ Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left. ▶ Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars. ▶ Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "I had four hair clips, but I gave one to my sister. Now I have three." ▶ Brings six papers to the table after adult communicates, "We usually have four children, but today we have two visitors, so how many papers do we need altogether?" ▶ Holds up five fingers and then one finger, counts them, and communicates, "Six," when asked, "If you had five crackers, and you took one more, how many crackers would you have?" 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Holds up five fingers on one hand and three fingers on the other hand and counts to self, "1, 2, 3, 4, 5, 6, 7, 8," when presented with a word problem about how many balloons you would have if you were given five balloons and then three more balloons. ▶ Solves the problem: "$7 + 2$," presented on a worksheet by drawing seven circles, then drawing two more circles, and counting the total number of circles. ▶ Removes three cars and counts the number of cars left. "1, 2, 3, 4, 5, 6, 7," and replies "7" when adult asks, "You have 10 cars, if I took 3 away, how many would you have left?" ▶ Creates a group of three manipulatives and a group of five manipulatives and communicates, "I have eight. I can also do four and four and still have eight." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Writes the equation "$11 + 3$," then counts aloud, "11, 12, 13, 14," and replies "14," when presented with a word problem about a child who has 11 balloons and gets three more balloons. (count-on strategy) ▶ Communicates, "12 minus 2 is 10, and then 10 minus 1 is 9," when explaining her solution to the problem: "12 minus 3." (make a 10 strategy) ▶ Communicates, "8 plus 2 is 10, so it is two," when presented with the subtraction problem: "10 minus 8." (subtraction is inverse to addition strategy) ▶ Communicates, "7 plus 3 is 10 and then 2 more is . . . 10, 11, 12. There are 12," when solving the equation: "7 plus 2 plus 3." (make a 10 and count-on strategies)

Child is emerging to the next developmental level

Unable to rate this measure

COG: MATH 4: Measurement

Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big,” “heavy”) to describe some measurable properties</p>	<p>Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger,” “smaller”) or showing understanding of comparative words</p>	<p>Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)</p>	<p>Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks)</p>	<p>Measures objects (e.g., length, area, volume), using multiple units and counting the number of units, but not always accurately, and may not recognize the need for equal-size units</p>	<p>Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Gestures to indicate how big the family dog is, when asked. ▶ Communicates, “This pumpkin is so heavy.” ▶ Communicates, “My braid goes down my back. It’s long.” 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, “This one is longer,” when placing interlocking cubes side by side to check which is longer. ▶ Chooses the bigger of two buckets when asked to bring the one that will hold more water. ▶ Communicates, “Mine is taller,” when building a block tower next to a peer’s block tower. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Arranges several leaves by size while working on a fall leaf project. ▶ Lines up several objects from smallest to largest in the science area. ▶ Arranges five shapes on an electronic tablet from small to large by touching and dragging. ▶ Puts four different objects on a balance scale, then lines them up from lightest to heaviest. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Fills a measuring cup twice to add two cups of oatmeal during a cooking activity. ▶ Uses a balance scale to find out which of two fruits is heavier. ▶ Uses footsteps to measure the length of a rug and communicates, “This rug is 10 steps long!” 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Lays cubes of different sizes in a line along a table to measure how long the table is. ▶ Places same-size blocks along the edge of the rug, with some gaps between blocks, when using the blocks to measure the length of the rug. ▶ Determines how many sticks are needed to measure the bridge by placing sticks from one end of the bridge to the other end, with some overlap between sticks, then counting the number of sticks. ▶ Covers the area of a tray with rows of square tiles, with some gaps between tiles, and counts the number of tiles. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Measures how far his friend jumped by placing same-sized rulers end- to-end, counting them, and communicating, “You jumped two rulers.” ▶ Communicates, “You need more of the one-inch cubes because they are smaller,” after measuring the length of a table twice – first, with one-inch cubes, and then with nine-inch cubes – end-to-end with no gaps between cubes. ▶ Covers a rectangular space with rows of equal- sized tiles, placed with no gaps or overlaps, and counts the number of tiles. ▶ Fills up two boxes with same-sized cubes placed next to each other and stacked to the top of each box, and communicates, “The small box has 12 cubes and the large box has 18 cubes.”

Child is emerging to the next developmental level

Unable to rate this measure

COG: MATH 5: Patterning

Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity



Mark the latest developmental level the child has mastered:

Building Earlier <input type="radio"/>	Building Middle <input type="radio"/>	Building Later <input type="radio"/>	Integrating Earlier <input type="radio"/>	Integrating Middle <input type="radio"/>	Integrating Later <input type="radio"/>
<p>Matches simple sequences that are seen, heard, or experienced</p>	<p>Attempts to create simple repeating patterns (with two elements)</p>	<p>Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern</p>	<p>Creates, copies, or extends complex patterns (with three or more elements)</p>	<p>Identifies smallest repeating unit of the pattern; <i>and</i> Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)</p>	<p>Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Lines up toy farm animals in the same order as a peer does. ▶ Repeats series of actions of touching head, shoulders, knees, and toes during the song "Head, Shoulders, Knees, and Toes." ▶ Repeats the refrain, "Brown bear, brown bear, what do you see?" as an adult reads from the book <i>Brown Bear, Brown Bear, What Do You See?</i>. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Creates a simple repeating pattern using two different stamps, such as circle, star, circle, star. ▶ Claps, stomps, and then repeats. ▶ Paints pairs of green and yellow dots, making a pattern of two green, two yellow, two green, two yellow (numbers of dots may not be consistent). 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Continues a simple repeating pattern of drumbeats started by an adult. ▶ Builds a fence out of blocks, continuing the pattern begun by a peer: tall block, short block, tall block, short block. ▶ Extends a simple repeating pattern of colors on a computer, using a touch screen. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Add cubes to continue red-yellow-blue pattern. ▶ Makes up a rhythmic sequence by clapping, patting, and stomping. ▶ Makes a fruit kebab in a repeating sequence of banana, strawberry, blueberry, banana, strawberry, blueberry, like a fruit kebab that another child is eating. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Observes the square-circle-circle pattern on the rug and communicates, "Square, circle, circle repeats over and over." ▶ Creates a movement pattern of jump-clap-clap to match the musical sounds of drum-cymbal-cymbal. ▶ Strings beads in a red-red-blue-blue pattern and communicates, "It's the same like that one with green-green-purple-purple, but with different colors." 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, "This is the smallest square and then it is getting bigger and bigger," when describing the progression in a square growing pattern. ▶ Communicates, "Here there is one circle, then there are two more circles and here there are three more circles, so the next one will have four more circles." ▶ Points to a growing pattern they built in a group activity and communicates, "This house has one square and one triangle, this one has two squares and two triangles, and this house has three squares and three triangles."

Child is emerging to the next developmental level

Unable to rate this measure

COG: MATH 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
<p>Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them</p>	<p>Identifies or names several shapes in the environment (e.g., circles, squares, triangles)</p>	<p>Recognizes shapes when they are presented in different orientations or as parts of other objects</p>	<p>Describes several shapes and the differences between them</p>	<p>Names, describes and compares a variety of two- dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three- dimensional shapes (e.g., cylinder, cubes)</p>	<p>Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); <i>and</i> Creates representations of shapes based on knowledge of defining attributes</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Places different-shaped blocks on shelves labeled with matching shapes. ▶ Uses ink stamps to make a row of circles and a row of squares. ▶ Chooses blocks of the same shape to build a tower with a peer. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, “Next, I’ll do the triangle,” after placing a square in a puzzle. ▶ Points to a clock in the room when asked to find a circle during an “I Spy a Shape” game. ▶ Communicates, “My sandwich is a square,” while holding up a sandwich at lunch. ▶ Names “square,” “circle,” and “triangle” after exploring each shape piece with hands. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Finds embedded shapes in a picture book such as <i>Bear in a Square</i>. ▶ Communicates that the face in a figure drawing is a circle. ▶ Communicates, “It’s an upside-down triangle,” after noticing a yield sign. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle. ▶ Communicates that a triangle has three sides and a square has four sides. ▶ Communicates that two sides of a rectangle are longer, but the sides of a square are all the same. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, “This triangle has three sides and this hexagon has one, two, three, four, five sides,” after a group activity comparing different shapes. ▶ Points to the door and then to a rectangle block laying on its side and communicates, “The door is a big rectangle and the block is a small rectangle,” while playing a shape-finding game. ▶ Communicates to the adult, “I put two cylinders on the bottom and a rectangle on top to make the bridge.” ▶ Points to the pyramid and communicates that the pyramid has a triangle on each side, in response to adult asking, “What shape do you see in a pyramid?” 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Communicates, “This is still a triangle because it has three sides and three corners,” while pointing to a very narrow triangle that has two long sides and one short side. ▶ Sorts ovals from circles and communicates, “These are round, but they are not circles because here it is long and here it is short.” ▶ Constructs an accurate rectangle out of straws and communicates, “I needed two long straws and two short straws to make a rectangle.” ▶ Communicates, “They both have four sides, but they are not the same shape,” and then lays the parallelogram shape on top of the rectangle to show the difference.

○ Child is emerging to the next developmental level

○ Unable to rate this measure

PD 1: Perceptual-Motor Skills and Movement Concepts

Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
Tries different ways to coordinate movements of large or small body parts	Adjusts, with adult guidance, aspects of movement (e.g., effort, spatial, directional) in relation to people and object	Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces	Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements	Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance
Possible Examples <ul style="list-style-type: none"> ▶ Changes movements when shaking the parachute during gym or recess. ▶ Starts and stops movements of different body parts during a freeze- dance game. ▶ Moves over, under, around, and through large objects in an obstacle course, sometimes bumping them. 	Possible Examples <ul style="list-style-type: none"> ▶ Avoids bumping into orange cones on a path for wheel toys by moving around them, after an adult points to the cones. ▶ Raises knees high when following an adult marching. ▶ Moves away from a nearby child after an adult communicates, "Make sure you have enough room to stretch without bumping your neighbor." 	Possible Examples <ul style="list-style-type: none"> ▶ Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader. ▶ Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy. ▶ Uses feet to slow self when coming down a ramp. ▶ Reaches for a small pitcher of milk without bumping into other objects on the table during lunch. 	Possible Examples <ul style="list-style-type: none"> ▶ Moves other wheel toys closer together to make room for a new wheel toy when putting it away during outdoor play. ▶ Tries several different ways to move through sections of a new obstacle course. ▶ Walks carefully after slipping on wet leaves or grass during a nature walk. 	Possible Examples <ul style="list-style-type: none"> ▶ Moves in sync with others who are moving in the same direction while dancing or marching. ▶ Stands back-to-back with another child, links arms, then walks forward and backward, coordinating movements together. ▶ Maintains spacing while performing a traditional group folk dance (such as 'circle dosie-do'). ▶ Tries to maintain group spacing when moving together down the field toward an opponent's end during a game. 	Possible Examples <ul style="list-style-type: none"> ▶ Engages in a soccer- type game, maintaining spacing of self in relation to other teammates, and passing ball when another teammate is open. ▶ Places self in a defensive position in relationship to an opponent approaching a basketball net. ▶ Maintains group spacing in a sequenced ribbon dance and moves ribbons in unison with other dancers.

○ Child is emerging to the next developmental level

○ Unable to rate this measure

PD 2: Gross Locomotor Movement Skills

Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
<p>Coordinates movements, in an upright position, that momentarily move whole body off the ground</p>	<p>Coordinates and controls individual locomotor movements, with some success</p>	<p>Combines and coordinates two or more locomotor movements together in effective ways, with some success</p>	<p>Combines a variety of locomotor movements and moves effectively across a range of activities</p>	<p>Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)</p>	<p>Applies a variety of locomotor skills with manipulative and stability skills to organized games and dance activities</p>
<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Runs with short, uneven steps with arms to the side. ▶ Crouches down and jumps up, with heels barely coming off of the ground. ▶ Hops with two feet leaving the ground momentarily. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Runs with short strides, and sometimes has difficulty stopping. ▶ Gallops for a few steps at a time. ▶ Moves along a low balance beam or along the side of a curb, stepping sideways. ▶ Navigates changes in surface and direction using a mobility aid, such as a walker. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg). ▶ Crouches down and then jumps forward using both legs. ▶ Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Runs fast with long stride and speed, consistently showing arm and leg opposition (e.g., right arm and left leg). ▶ Changes direction and stops quickly and easily while running. ▶ Swings arms back and then forward in preparation for jumping. ▶ Moves wheelchair through an obstacle course, first going straight, then turning quickly, then turning quickly again. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Changes body speed and position with quick movements to match rhythmic changes in music. ▶ Leaps over low objects by varying speed and stride while running. ▶ Dodges to avoid being touched by another player during a game of tag. ▶ Uses arms to propel wheelchair through narrow spaces, making adjustments in speed and direction to avoid bumping into objects. 	<p>Possible Examples</p> <ul style="list-style-type: none"> ▶ Moves body while bouncing and catching a ball in response to changes in a rhythmical beat. ▶ Runs and moves a ball down the field, as in the game of soccer. ▶ Steps towards the T-ball stand while swinging a bat to hit the ball. ▶ Plays a modified game of volleyball with a beach ball or large balloon, keeping the object in the air while passing it to a teammate.

○ Child is emerging to the next developmental level

○ Unable to rate this measure

PD 3: Gross Motor Manipulative Skills

Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
Manipulates objects using one or more body parts, with stability but limited coordination	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements	Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities	Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm)	Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities
Possible Examples <ul style="list-style-type: none"> ▶ Practices throwing a ball by bringing it behind the head, sometimes dropping it but continuing the arm motion. ▶ Bends knees and jumps up to move a parachute or bed sheet that is also being held by others, sometimes losing grasp. ▶ Swings leg back to kick a stationary ball while standing in place. ▶ Hands out carpet squares to peers at circle time, sometimes dropping them. 	Possible Examples <ul style="list-style-type: none"> ▶ Catches a stuffed animal, with hands, keeping arms extended and then uses hands to hold onto it. ▶ Steps and kicks a stationary ball, showing arm and leg opposition (e.g., left foot forward, right arm back), pausing briefly between stepping and kicking. ▶ Reaches up to take a hat off a hook, pauses to regain balance, and then puts hat on head. 	Possible Examples <ul style="list-style-type: none"> ▶ Uses hands to catch a beanbag tossed to either side of the body. ▶ Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk. ▶ Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick. 	Possible Examples <ul style="list-style-type: none"> ▶ Runs, with arm and leg opposition (e.g., left foot forward, right arm back), to try to catch a butterfly with a net. ▶ Runs and kicks a moving ball forcefully, showing arm and leg opposition (e.g., left foot forward, right arm back), maintaining balance. ▶ Bounces a ball several times while walking. 	Possible Examples <ul style="list-style-type: none"> ▶ Plays catch with a friend using progressively more force to throw the ball while moving farther away from the friend. ▶ Moves quickly and precisely to catch a beanbag or tennis ball thrown just outside of reach. ▶ Steps forward, immediately rotating the hips and torso toward the leg that stepped forward, using force and speed to swing a bat at a tossed ball. ▶ Throws and catches a ball while playing T-ball with peers, sometimes dropping the ball or not throwing the ball directly to a peer. 	Possible Examples <ul style="list-style-type: none"> ▶ Tosses and catches a foam ball with a peer while moving closer to and away from the peer, tossing the ball higher or lower and to the left or right. ▶ Throws for accuracy and distance and catches fly balls and ground balls while playing T-ball with peers. ▶ Plays soccer with peers, moving a ball down the field, kicking the ball to a teammate or goal, and sometimes tossing ball in-bounds. ▶ Uses a hoop, ball, or other manipulative object, while moving in a rhythmic sequence.

○ Child is emerging to the next developmental level

○ Unable to rate this measure

PD 4: Fine Motor Manipulative Skills

Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks

TN Kindergarten Standards:
No corresponding kindergarten standard



Mark the latest developmental level the child has mastered:

Building Earlier ○	Building Middle ○	Building Later ○	Integrating Earlier ○	Integrating Middle ○	Integrating Later ○
Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body	Manipulates objects with both hands doing different movements	Manipulates objects using hands with strength, accuracy, and coordination	Performs with efficiency a variety of tasks that require precise manipulation of small objects	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects	Performs a variety of tasks with sequential steps that require precision of one hand while manipulating or repositioning small objects in that hand
Possible Examples <ul style="list-style-type: none"> ▶ Holds play dough with one hand while cutting it with a wooden knife. ▶ Steadies a container of block accessories on lap while picking out the tree-shaped blocks. ▶ Scoops sand into a container with one hand while holding the container with other hand. 	Possible Examples <ul style="list-style-type: none"> ▶ Uses scissors to cut out simple shapes (e.g. circle, square) on paper. ▶ Pushes a cord through a large bead, using one hand, while moving the bead onto the cord with the other hand. ▶ Peels a banana or orange after adult starts the peel. ▶ Buttons two to three large front buttons on a shirt. 	Possible Examples <ul style="list-style-type: none"> ▶ Takes a cap off of a marker by twisting with one hand, then pulling with both hands in opposite directions. ▶ Starts the peel on a banana or mandarin orange. ▶ Unfastens buckle on chest strap of wheelchair. ▶ Fastens snaps on pants made of thicker, stiffer materials, such as denim jeans. 	Possible Examples <ul style="list-style-type: none"> ▶ Makes a necklace by stringing a variety of small beads with narrow holes. ▶ Uses a computer mouse to draw details of a picture on a computer screen. ▶ Rotates pencil within the hand to use the eraser when scribbling with a pencil. ▶ Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity. 	Possible Examples <ul style="list-style-type: none"> ▶ Ties a bow using thick shoelaces. ▶ Uses scissors held in one hand to cut a pattern that has angles and curves, pausing to reposition the scissors with the other hand. ▶ Folds paper with edges parallel. ▶ Latches and zips small zippers on clothing. ▶ 	Possible Examples <ul style="list-style-type: none"> ▶ Ties a bow using thin laces or ribbon. ▶ Uses scissors held in one hand to cut a pattern that has angles and curves, while maintaining continuous cutting motion. ▶ Holds and manipulates multiple marbles in one hand. ▶ Holds several cards in one hand while using the other hand to pull out a card to play during a card game.

○ Child is emerging to the next developmental level

○ Unable to rate this measure

Appendix A: Glossary of Terms and Phrases Used in the KEI

Cruising: Moving sideways holding onto furniture for support.

(Adolph, Karen E., Sarah E. Berger, and Andrew J. Leo. "Developmental Continuity? Crawling, Cruising, and Walking." *Developmental Science* 14, no. 2 (2011): 306-18. doi:10.1111/j.1467-7687.2010.00981.x.)

Investigates/Investigation: In the process of scientific inquiry, asking a question and conducting systematic observations or simple experiments to find an answer.

(California Department of Education. [2008]. *Preschool Learning Foundations*, Vol. 3, p. 95. Sacramento, CA: CDE Press.) Appears in: COG:SCI 2: Inquiry Through Observation and Investigation and COG:SCI 3: Documentation and Communication of Inquiry

Locomotor Skills: The ability to project the body into or through space.

(California Department of Education. [2010]. *California Preschool Learning Foundations*, Vol. 2, p. 62. Sacramento, CA: CDE Press.) Appears in: PD 2: Gross Locomotor Movement Skills and PD 3: Gross Motor Manipulative Skills

Manipulative Skills: Also known as object-control skills in which the arms, hands, legs, and feet are used to give force to an object (for example, throwing a ball) or to receive and absorb the force from an object (for example, catching a ball).

(California Department of Education. [2010]. *California Preschool Learning Foundations*, Vol. 2, p. 62. Sacramento, CA: CDE Press.) Appears in PD 3: Gross Motor Manipulative Skills

Observes/Observation: Gathering information about objects and events by using the senses of sight, smell, sound, touch, and taste and noticing specific details or phenomena that ordinarily might be overlooked.

(California Department of Education. [2008]. *Preschool Learning Foundations*, Vol. 3, p. 95. Sacramento, CA: CDE Press.) Appears in: COG:SCI 2: Inquiry Through Observation and Investigation and COG: SCI 3: Documentation and Communication of Inquiry

Onset: The first consonant or consonant cluster in a syllable (e.g., the h in the one-syllable word hat; the m and k in the two syllables in the word monkey).

(California Department of Education. [2008]. *Preschool Learning Foundations*, Vol. 1, p. 89. Sacramento, CA: CDE Press.) Appears in LLD 8: Phonological Awareness

Rime: A linguistic term that refers to the portion of a syllable that starts with a vowel. In the word big, the rime unit is /ig/. In the word bring, the rime unit is /ing/.

(California Department of Education [2008]. *Preschool Learning Foundations*, Vol. 1, p. 89. Sacramento, CA: CDE Press.) Appears in LLD 8: Phonological Awareness