Kindergarten Entry Inventory

mini measures

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This Mini Measures belongs to

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Mini Measures are a pocket-sized format designed to support a quick reference guide to the developmental levels of the KEI.

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KEI is an observation based rating tool designed to help teachers assess a child's mastery at a level of developmental progress. The tool includes developmental domains, measures, definitions, descriptors, and developmental levels.

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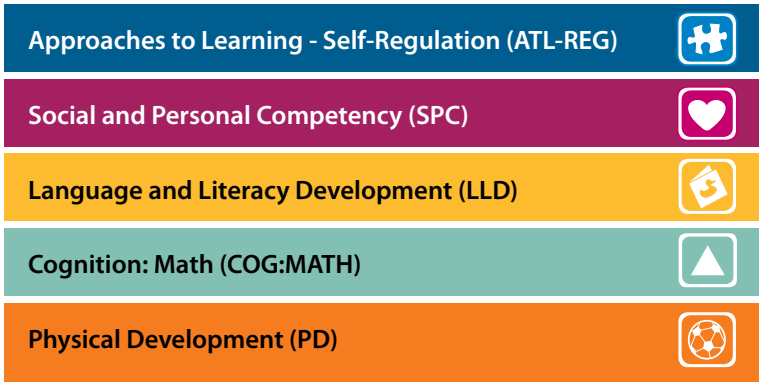
The 5 Domains of KEI



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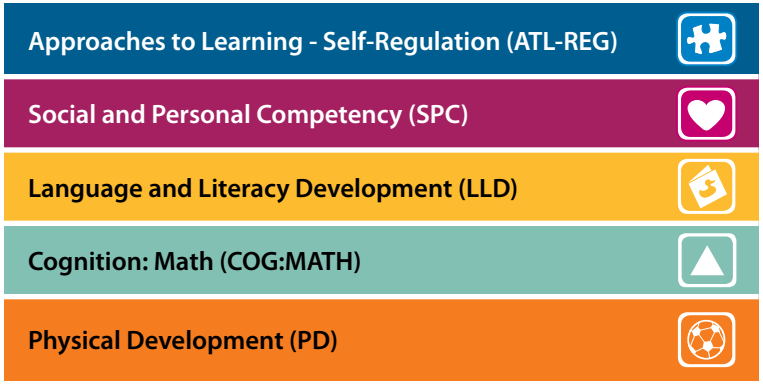

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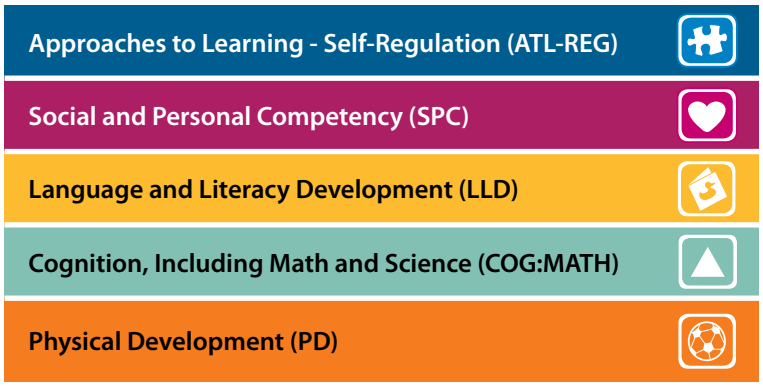

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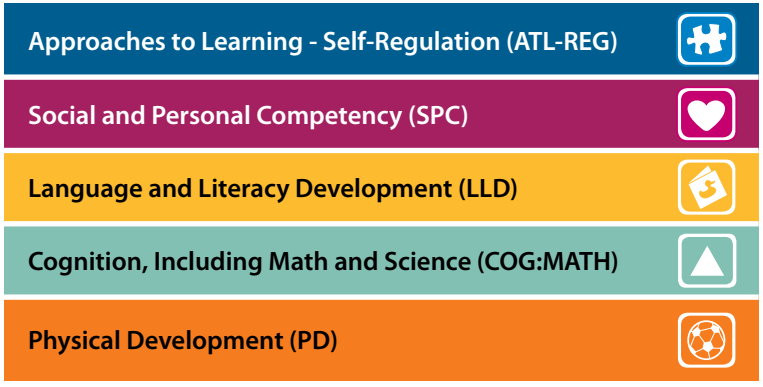

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Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

4 Measures

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

4 Measures

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

4 Measures

Developmental Domain

Approaches to Learning - Self Regulation (ATL-REG)

4 Measures

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 1: Curiosity and Initiative in Learning

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 1: Curiosity and Initiative in Learning

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ATL - REG 1: Curiosity and Initiative in Learning

Building Earlier	Explores through simple observations, manipulations, or asking simple questions
Building Middle	Explores by engaging in specific observations, manipulations, or by asking specific questions
Building Later	Carries out simple investigations using familiar strategies, tools, or sources of information
Integrating Earlier	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Integrating Middle	Carries out experiments with things or materials, by systematically modifying actions and reacting to the results
Integrating Later	Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions

ATL-REG 1

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ATL - REG 1: Curiosity and Initiative in Learning

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 2: Self-Control of Feelings and Behavior

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

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

Building Earlier	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support
Building Middle	Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed
Building Later	Uses simple strategies to regulate own feelings or behaviors
Integrating Earlier	Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
Integrating Middle	Uses self control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively
Integrating Later	Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success

ATL-REG 2

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 3: Engagement and Persistence

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

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Developmental Domain
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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 3: Engagement and Persistence

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

ATL - REG 3 Engagement and Persistence

Building Earlier	Continues self-selected activities with adult support, even though interest briefly shifts to other activities
Building Middle	Continues self-selected activities on own, seeking adult support to work through challenges
Building Later	Works through challenges on own while engaged in self-selected activities
Integrating Earlier	Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity
Integrating Middle	Pursues simple multi-step activities, following the steps through to completion
Integrating Later	Completes complex multi-step activities, making and adjusting plans as needed

ATL-REG 3

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ATL - REG 3 Engagement and Persistence

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 4: Shared Use of Space and Materials

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 4: Shared Use of Space and Materials

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

Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 4: Shared Use of Space and Materials

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Developmental Domain
Approaches to Learning - Self-Regulation (ATL-REG)

Measure 4: Shared Use of Space and Materials

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

ATL - REG 4: Shared Use of Space and Materials

Building Earlier	Shows awareness that other children might want to use materials, by taking action to control the materials
Building Middle	Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children
Building Later	Follows expectations or procedures for sharing, most of the time, without adult prompting
Integrating Earlier	Offers to share space or materials with others in the absence of explicit expectations for sharing
Integrating Middle	Shows concern about everyone being treated fairly in collaborative activities with others
Integrating Later	Engages in sustained collaborative activities that involve mutual assistance

ATL-REG 4

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ATL - REG 4: Shared Use of Space and Materials

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Developmental Domain

Social and Personal Competency (SPC)

5 Measures

This domain is referred to as Social and Emotional Development in the DRDP-K

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Developmental Domain

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Developmental Domain

Social and Personal Competency (SPC)

5 Measures

This domain is referred to as Social and Emotional Development in the DRDP-K

Developmental Domain
Social and Personal Competency (SPC)

Measure 1: Identity of Self in Relation to Others

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

Developmental Domain
Social and Personal Competency (SPC)

Measure 1: Identity of Self in Relation to Others

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

Developmental Domain
Social and Personal Competency (SPC)

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

Developmental Domain
Social and Personal Competency (SPC)

Measure 1: Identity of Self in Relation to Others

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

SPC 1: Identity of Self in Relation to Others

Building Earlier	Expresses simple ideas about self and connection to others
Building Middle	Describes self or others based on physical characteristics
Building Later	Describes own preferences or feelings; and Describes the feelings or desires of family members, friends, or other familiar people
Integrating Earlier	Compares own preferences or feelings to those of others
Integrating Middle	Describes and compares self and others using personality characteristics
Integrating Later	Identifies and evaluates strengths and weaknesses by comparing self with others

SPC 1

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Developmental Domain
Social and Personal Competency (SPC)

Measure 2: Social and Emotional Understanding

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

Developmental Domain
Social and Personal Competency (SPC)

Measure 2: Social and Emotional Understanding

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

Developmental Domain
Social and Personal Competency (SPC)

Measure 2: Social and Emotional Understanding

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

Developmental Domain
Social and Personal Competency (SPC)

Measure 2: Social and Emotional Understanding

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

SPC 2: Social and Emotional Understanding

Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
Building Later	Communicates ideas about why one has a feeling or what will happen as a result of a feeling
Integrating Earlier	Communicates ideas about how own or another's personality affects how one thinks, feels, and acts
Integrating Middle	Compares people's personality traits; and Demonstrates consideration for the thoughts or feelings of others
Integrating Later	Uses understanding of another's personality traits to explain and predict their behavior

SPC 2

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SPC 2: Social and Emotional Understanding

Building Earlier	Identifies own or others' feelings
Building Middle	Communicates, with adult assistance, about feelings that caused own behavior or others' behavior
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Developmental Domain
Social and Personal Competency (SPC)

Measure 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

Developmental Domain
Social and Personal Competency (SPC)

Measure 3: Relationships and Social Interactions with Familiar Adults

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Developmental Domain
Social and Personal Competency (SPC)

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SPC 3: Relationships and Social Interactions with Familiar Adults

Building Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Integrating Middle	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
Integrating Later	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior

SPC 3

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SPC 3: Relationships and Social Interactions with Familiar Adults

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Building Earlier	Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)
Building Middle	Seeks a familiar adult's ideas or explanations about events or experiences that are interesting to the child
Building Later	Takes initiative in creating cooperative activities with a familiar adult
Integrating Earlier	Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems
Integrating Middle	Seeks to be cooperative or to promote cooperation by showing understanding of familiar adults' goals through words or actions
Integrating Later	Shows interest in how familiar adults' experiences, feelings and thoughts affect their behavior

SPC 3

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Developmental Domain
Social and Personal Competency (SPC)

Measure 4: Relationships and Social Interactions with Peers

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

Developmental Domain
Social and Personal Competency (SPC)

Measure 4: Relationships and Social Interactions with Peers

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

Developmental Domain
Social and Personal Competency (SPC)

Measure 4: Relationships and Social Interactions with Peers

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

Developmental Domain
Social and Personal Competency (SPC)

Measure 4: Relationships and Social Interactions with Peers

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

SPC 4: Relationships and Social Interactions with Peers

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
Integrating Middle	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)
Integrating Later	Explains own feelings, thoughts, and opinions to other children

4 SPC

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SPC 4: Relationships and Social Interactions with Peers

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
Building Later	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends
Integrating Earlier	Organizes or participates in planning cooperative play activities with several peers, particularly with friends
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4 SPC

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SPC 4: Relationships and Social Interactions with Peers

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
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SPC 4: Relationships and Social Interactions with Peers

Building Earlier	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays
Building Middle	Participates in extended episodes of cooperative play with one or two friends
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4 SPC

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Developmental Domain
Social and Personal Competency (SPC)

Measure 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

Developmental Domain
Social and Personal Competency (SPC)

Measure 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

Developmental Domain
Social and Personal Competency (SPC)

Measure 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

Developmental Domain
Social and Personal Competency (SPC)

Measure 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

SPC 5: Symbolic and Sociodramatic Play

Building Earlier	Engages in pretend-play sequences
Building Middle	Engages in pretend play with others around a shared idea
Building Later	Engages in roles in pretend-play sequences with others
Integrating Earlier	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
Integrating Middle	Adjusts pretend play activity as it proceeds, taking into consideration the ideas, interests, and preferences of other children in the play group
Integrating Later	Engages in complex pretend play, especially with friends, involving complicated roles and a well-coordinated activity based on a shared story line

SPC 5

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SPC 5: Symbolic and Sociodramatic Play

Building Earlier	Engages in pretend-play sequences
Building Middle	Engages in pretend play with others around a shared idea
Building Later	Engages in roles in pretend-play sequences with others
Integrating Earlier	Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea
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SPC 5

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Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain

Language and Literacy Development (LLD)

10 Measures

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Developmental Domain
Language and Literacy Development (LLD)

Measure 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

LLD 1: Understanding of Language (Receptive)

Building Earlier	Shows understanding of a wide variety of phrases or sentences
Building Middle	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
Building Later	Shows understanding of language that refers to abstract concepts, including imaginary events
Integrating Earlier	Shows understanding of a series of complex statements that explain how or why things happen
Integrating Middle	Shows understanding that language can be used to express different intentions; and Demonstrates understanding of word play, jokes, and riddles
Integrating Later	Demonstrates understanding of common figurative language such as idioms, metaphors, and similes

LLD 1

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LLD 1: Understanding of Language (Receptive)

Building Earlier	Shows understanding of a wide variety of phrases or sentences
Building Middle	Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities
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LLD 1

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Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 2: Responsiveness to Language

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

LLD 2: Responsiveness to Language

Building Earlier	Responds to one-step requests or questions involving an action that will happen right away
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or routine
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept
Integrating Middle	Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions
Integrating Later	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

LLD 2

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LLD 2: Responsiveness to Language

Building Earlier	Responds to one-step requests or questions involving an action that will happen right away
Building Middle	Carries out a one-step request that relates to a new or an unfamiliar activity or situation
Building Later	Carries out multi-step requests that involve a familiar activity or routine
Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept
Integrating Middle	Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions
Integrating Later	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)

LLD 2

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LLD 2: Responsiveness to Language

Building Earlier	Responds to one-step requests or questions involving an action that will happen right away
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Integrating Earlier	Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept
Integrating Middle	Carries out multi-step detailed instructions that involve a new or unfamiliar sequence of events or directions
Integrating Later	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)

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Building Earlier	Responds to one-step requests or questions involving an action that will happen right away
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LLD 2

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Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 3: Communication and Use of Language (Expressive)

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

LLD 3: Communication and Use of Language (Expressive)

Building Earlier	Uses short phrases or sentences of more than two words to communicate
Building Middle	Uses short sentences that contain nouns, verbs, adjectives and recently encountered vocabulary, to communicate
Building Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors
Integrating Earlier	Combines phrases and sentences with a variety of word forms to communicate ideas, to describe people, objects, or events
Integrating Middle	Uses much of the grammar of adult-like speech, sometimes with grammatical errors; and Adapts own speech to the level of the listener
Integrating Later	Uses most of the grammar of adult-like speech; and Converses about a broad range of abstract ideas and concepts

LLD 3

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LLD 3: Communication and Use of Language (Expressive)

Building Earlier	Uses short phrases or sentences of more than two words to communicate
Building Middle	Uses short sentences that contain nouns, verbs, adjectives and recently encountered vocabulary, to communicate
Building Later	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors
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LLD 3: Communication and Use of Language (Expressive)

Building Earlier	Uses short phrases or sentences of more than two words to communicate
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LLD 3

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Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

** Conversations can include communication using sign language or alternative communications*

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

** Conversations can include communication using sign language or alternative communications*

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

** Conversations can include communication using sign language or alternative communications*

Developmental Domain
Language and Literacy Development (LLD)

Measure 4: Reciprocal Communication and Conversation

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

** Conversations can include communication using sign language or alternative communications*

LLD 4: Reciprocal Communication and Conversation

Building Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
Building Middle	Engages in brief conversations with a shared focus
Building Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Integrating Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
Integrating Middle	Builds on both concrete and abstract ideas of others during extended conversations
Integrating Later	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

4 LLD

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LLD 4: Reciprocal Communication and Conversation

Building Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
Building Middle	Engages in brief conversations with a shared focus
Building Later	Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas
Integrating Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
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LLD 4: Reciprocal Communication and Conversation

Building Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
Building Middle	Engages in brief conversations with a shared focus
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Integrating Earlier	Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas
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LLD 4: Reciprocal Communication and Conversation

Building Earlier	Engages in brief back-and-forth communication, using short phrases and sentences
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4 LLD

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Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 5: Interest in Literacy

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

LLD 5: Interest in Literacy

Building Earlier	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 adults
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
Integrating Middle	Initiates literacy activities to explore and understand new or unfamiliar words, ideas, or concepts
Integrating Later	Engages in independent and shared book reading; and Uses text to research topics of interest; and Participates in adult-led discussions exploring literature

LLD 5

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LLD 5: Interest in Literacy

Building Earlier	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
Building Middle	Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games
Building Later	Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story
Integrating Earlier	Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests
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LLD 5

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LLD 5: Interest in Literacy

Building Earlier	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
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LLD 5

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LLD 5: Interest in Literacy

Building Earlier	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
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LLD 5

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Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 6: Comprehension of Age-Appropriate Text

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

LLD 6: Comprehension of Age-Appropriate Text

Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative & informational text by summarizing, comparing, or making inferences about people, objects, or events
Integrating Middle	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning
Integrating Later	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension

LLD 6

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LLD 6: Comprehension of Age-Appropriate Text

Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative & informational text by summarizing, comparing, or making inferences about people, objects, or events
Integrating Middle	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning
Integrating Later	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension

LLD 6

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LLD 6: Comprehension of Age-Appropriate Text

Building Earlier	Makes comments or asks questions about text presented in books or the environment
Building Middle	Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text
Building Later	Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events, cause and effect
Integrating Earlier	Demonstrates understanding of narrative & informational text by summarizing, comparing, or making inferences about people, objects, or events
Integrating Middle	Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning
Integrating Later	Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension

LLD 6

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LLD 6: Comprehension of Age-Appropriate Text

Building Earlier	Makes comments or asks questions about text presented in books or the environment
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LLD 6

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Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

Developmental Domain
Language and Literacy Development (LLD)

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Developmental Domain
Language and Literacy Development (LLD)

Measure 7: Concepts About Print

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

LLD 7: Concepts About Print

Building Earlier	Demonstrates awareness of the way books are handled
Building Middle	Demonstrates understanding that print and symbols carry meaning
Building Later	Demonstrates understanding of how to follow print on a page of text
Integrating Earlier	Demonstrates understanding that print is organized into units, such as letters, sounds, and words
Integrating Middle	Demonstrates understanding that different types of printed materials are organized to communicate specific ideas or information
Integrating Later	Demonstrates understanding that print material is organized into sentences that have first letter capitalization and ending punctuation

LLD 7

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LLD 7: Concepts About Print

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LLD 7

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Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

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Language and Literacy Development (LLD)

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Developmental Domain
Language and Literacy Development (LLD)

Measure 8: Phonological Awareness

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

LLD 8: Phonological Awareness

Building Earlier	Engages actively in play with sounds in words or rhymes, or Sings simple songs, or Repeats nursery rhymes
Building Middle	Demonstrates awareness of larger units of language (e.g., words, syllables)
Building Later	Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects
Integrating Earlier	Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects
Integrating Middle	Matches initial and final sounds of words; and Segments and blends initial and final phonemes of words
Integrating Later	Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words

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Developmental Domain
Language and Literacy Development (LLD)

Measure 9: Letter and Word Knowledge

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

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Language and Literacy Development (LLD)

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LLD 9: Letter and Word Knowledge

Building Earlier	Demonstrates awareness of a few letters in the environment
Building Middle	Identifies some letters by name
Building Later	Identifies ten or more letters (not necessarily at the same time); and Shows understanding that letters make up words
Integrating Earlier	Identifies most uppercase letters and most lowercase letters (not necessarily at the same time); and Shows understanding that letters correspond to sounds in words
Integrating Middle	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; and Identifies frequently-used words (e.g., the, of, is, to, you, she, my)
Integrating Later	Assembles or splits apart words to make new words; and Identifies both short vowel sounds and long vowel sounds for most vowels

LLD 9

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LLD 9: Letter and Word Knowledge

Building Earlier	Demonstrates awareness of a few letters in the environment
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LLD 9

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Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

Developmental Domain
Language and Literacy Development (LLD)

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Developmental Domain
Language and Literacy Development (LLD)

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Developmental Domain
Language and Literacy Development (LLD)

Measure 10: Emergent Writing

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

LLD 10: Emergent Writing

Building Earlier	Makes scribble marks or simple drawings that represent people, things, or events
Building Middle	Writes letter-like shapes or a few letters to represent own name or words
Building Later	Writes own name, but may make errors
Integrating Earlier	Writes several words or a few simple phrases, but may make errors
Integrating Middle	Writes and composes simple sentences to communicate ideas to others
Integrating Later	Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events

10 LLD

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LLD 10: Emergent Writing

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10 LLD

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Developmental Domain

Cognition: Math (COG:MATH)

6 Math Measures

Developmental Domain

Cognition: Math (COG:MATH)

6 Math Measures

Developmental Domain

Cognition: Math (COG:MATH)

6 Math Measures

Developmental Domain

Cognition: Math (COG:MATH)

6 Math Measures

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 1: Classification

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 1: Classification

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

Developmental Domain
Cognition: Math (COG: MATH)

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 1: Classification

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

COG: MATH 1: Classification

Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
Building Middle	Sorts objects accurately into two or more groups based on one attribute
Building Later	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
Integrating Earlier	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
Integrating Middle	Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups
Integrating Later	Sorts objects to gather and organize information, compares the groups of objects, and interprets the information

1 COG:MATH

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COG: MATH 1: Classification

Building Earlier	Sorts objects into two groups based on one attribute, but not always accurately
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1 COG:MATH

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Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 2: Number Sense of Quantity

Child shows developing understanding of number and quantity

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 2: Number Sense of Quantity

Child shows developing understanding of number and quantity

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 2: Number Sense of Quantity

Child shows developing understanding of number and quantity

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 2: Number Sense of Quantity

Child shows developing understanding of number and quantity

COG: MATH 2: Number Sense of Quantity

Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20
Integrating Middle	Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20
Integrating Later	Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100

COG:MATH 2

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COG: MATH 2: Number Sense of Quantity

Building Earlier	Identifies small quantities without counting, up to three
Building Middle	Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten
Building Later	Shows understanding that the last number counted is the total number of objects in the group
Integrating Earlier	Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20
Integrating Middle	Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one to one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20
Integrating Later	Counts beyond 100, starting at any given number; and Demonstrates understanding that in two-digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100

COG:MATH 2

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COG: MATH 2: Number Sense of Quantity

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COG:MATH 2

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Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 3: Number Sense of Math Operations

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 3: Number Sense of Math Operations

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 3: Number Sense of Math Operations

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 3: Number Sense of Math Operations

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

COG: MATH 3: Number Sense of Math Operations

Building Earlier	Attends to or explores changes in numbers of objects
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
Building Later	Uses counting to add or subtract one or two objects to or from a group of at least four objects
Integrating Earlier	Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation
Integrating Middle	Represents and solves addition and subtraction problems with totals up to 10, by using objects, drawings, or fingers, or by mental calculation; and Demonstrates understanding that numbers (ten or smaller) can be decomposed in more than one way (i.e., 7=5+2; 7=6+1)
Integrating Later	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

COG:MATH 3

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COG: MATH 3: Number Sense of Math Operations

Building Earlier	Attends to or explores changes in numbers of objects
Building Middle	Identifies the new number of objects after one object is added to or removed from a set of two or three objects
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COG:MATH 3

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Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 4: Measurement

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 4: Measurement

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 4: Measurement

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 4: Measurement

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

COG: MATH 4: Measurement

Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
Integrating Earlier	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)
Integrating Middle	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
Integrating Later	Measures objects (e.g., length, area, volume), using equal-size units, and counting the number of units, avoiding gaps or overlaps between units

4 COG:MATH

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COG: MATH 4: Measurement

Building Earlier	Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., "big," "heavy") to describe some measurable properties
Building Middle	Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., "bigger," "smaller") or showing understanding of comparative words
Building Later	Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)
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4 COG:MATH

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Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 5: Patterning

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 5: Patterning

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

Developmental Domain
Cognition: Math (COG: MATH)

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

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 5: Patterning

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

COG: MATH 5: Patterning

Building Earlier	Matches simple sequences that are seen, heard, or experienced
Building Middle	Attempts to create simple repeating patterns (with two elements)
Building Later	Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern
Integrating Earlier	Creates, copies, or extends complex patterns (with three or more elements)
Integrating Middle	Identifies smallest repeating unit of the pattern; and Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)
Integrating Later	Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions

5 COG:MATH

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COG: MATH 5: Patterning

Building Earlier	Matches simple sequences that are seen, heard, or experienced
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5 COG:MATH

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Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics

Developmental Domain
Cognition: Math (COG: MATH)

Math Measure 6: Shapes

Child shows an increasing knowledge of shapes and their characteristics

COG: MATH 6: Shapes

Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
Building Middle	Identifies or names several shapes in the environment (e.g., circles, squares, triangles)
Building Later	Recognizes shapes when they are presented in different orientations or as parts of other objects
Integrating Earlier	Describes several shapes and the differences between them
Integrating Middle	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)
Integrating Later	Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes

6 COG:MATH

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COG: MATH 6: Shapes

Building Earlier	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them
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6 COG:MATH

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Developmental Domain

Physical Development (PD)

4 Measures

Developmental Domain

Physical Development (PD)

4 Measures

Developmental Domain

Physical Development (PD)

4 Measures

Developmental Domain

Physical Development (PD)

4 Measures

Developmental Domain
Physical Development (PD)

Measure 1: Perceptual-Motor Skills and Movement Concepts

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

Developmental Domain
Physical Development (PD)

Measure 1: Perceptual-Motor Skills and Movement Concepts

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

Developmental Domain
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Developmental Domain
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Measure 1: Perceptual-Motor Skills and Movement Concepts

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

PD 1: Perceptual-Motor Skills and Movement Concepts

Building Earlier	Tries different ways to coordinate movements of large or small body parts
Building Middle	Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance
Building Later	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces
Integrating Earlier	Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces
Integrating Middle	Maintains spacing of body in relation to coordinated movements of others while coordinating own body movements
Integrating Later	Adjusts movement of body in time and space to meet the requirements of structured physical play activities, including games and dance

1 PD

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PD 1: Perceptual-Motor Skills and Movement Concepts

Building Earlier	Tries different ways to coordinate movements of large or small body parts
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1 PD

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Developmental Domain
Physical Development (PD)

Measure 2: Gross Locomotor Movement Skills

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

Developmental Domain
Physical Development (PD)

Measure 2: Gross Locomotor Movement Skills

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

Developmental Domain
Physical Development (PD)

Measure 2: Gross Locomotor Movement Skills

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

Developmental Domain
Physical Development (PD)

Measure 2: Gross Locomotor Movement Skills

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

PD 2: Gross Locomotor Movement Skills

Building Earlier	Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground
Building Middle	Coordinates and controls individual locomotor movements, with some success
Building Later	Combines and coordinates two or more locomotor movements together in effective ways, with some success
Integrating Earlier	Combines a variety of locomotor movements and moves effectively across a range of activities
Integrating Middle	Combines a variety of locomotor movements with refined coordination (with control, flexibility, speed, rhythm)
Integrating Later	Applies a variety of locomotor skills with manipulative and stability skills to organized games and dance activities

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PD 2

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Developmental Domain
Physical Development (PD)

Measure 3: Gross Motor Manipulative Skills

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

Developmental Domain
Physical Development (PD)

Measure 3: Gross Motor Manipulative Skills

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

Developmental Domain
Physical Development (PD)

Measure 3: Gross Motor Manipulative Skills

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

Developmental Domain
Physical Development (PD)

Measure 3: Gross Motor Manipulative Skills

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

PD 3: Gross Motor Manipulative Skills

Building Earlier	Manipulates objects, using one or more body parts, with stability but limited coordination
Building Middle	Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements
Building Later	Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements
Integrating Earlier	Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities
Integrating Middle	Combines a variety of manipulative skills with locomotor and stability skills in play activities with refined coordination (with control, flexibility, speed, rhythm)
Integrating Later	Applies a variety of manipulative skills with locomotor and stability skills to organized games and dance activities

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PD 3

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Developmental Domain
Physical Development (PD)

Measure 4: Fine Motor Manipulative Skills

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

Developmental Domain
Physical Development (PD)

Measure 4: Fine Motor Manipulative Skills

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

Developmental Domain
Physical Development (PD)

Measure 4: Fine Motor Manipulative Skills

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

Developmental Domain
Physical Development (PD)

Measure 4: Fine Motor Manipulative Skills

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

PD 4: Fine Motor Manipulative Skills

Building Earlier	Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body
Building Middle	Manipulates objects with both hands doing different movements
Building Later	Manipulates objects, using hands, with strength, accuracy, and coordination
Integrating Earlier	Performs, with efficiency, a variety of tasks that require precise manipulation of small objects
Integrating Middle	Performs a variety of tasks with sequential steps that require precise and coordinated use of both hands to manipulate or reposition small objects
Integrating Later	Performs a variety of tasks with sequential steps that require precision of one hand while manipulating or repositioning small objects in that hand

4 PD

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PD 4: Fine Motor Manipulative Skills

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