



CONNECTICUT



Documentation and Observation for Teaching System

Flip-Chart



2018

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Cognitive Flexibility

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Shows awareness of familiar and new experiences	Acts to solve very simple problems	Uses varied actions to explore and interact with their environment	Adjusts actions to accomplish a desired effect	Uses objects in new ways and experiments to see results of new actions
EXAMPLES	<p>Turns head toward sounds</p> <p>Looks to where familiar adult disappears</p> <p>Anticipates common routines (e.g., bottle presented, being picked up)</p>	<p>Reaches for a desired toy or blanket that is out of reach</p> <p>Moves something that is in the way</p> <p>Adjusts vocalizations or actions to get attention</p> <p>Moves away from something that is not wanted</p>	<p>Seeks object that is partially covered (e.g., moves blanket to retrieve object)</p> <p>Responds differently to adults and children</p> <p>Acts to have enjoyable activity repeated (e.g., coos to get adult to bounce him/her again, touches toy to get it to repeat noise)</p>	<p>Uses different actions to obtain objects (e.g., jumps to reach something)</p> <p>Tries a new action to manipulate objects in a particular way (e.g., imitates adult to put items in a container)</p> <p>Adjusts action when attempt is unsuccessful (e.g., pushes harder when first soft push doesn't work)</p>	<p>Tries several ways of using a new toy</p> <p>Performs multiple actions, watching for others' reactions each time</p> <p>Bounces, throws, or slides balls, watching for different results</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Attempts new ways of doing things</p>	<p>Uses trial and error to solve problems, but will accept adult assistance to try a new approach when a strategy isn't working</p>	<p>Tries a new strategy when first strategy is not successful at solving a problem</p>	<p>Generates multiple potential strategies to solve a problem</p>	<p>DESCRIPTION</p>
<p>Attempts known strategies in new situations (e.g., tries to shake an item out of a container because that has worked with a different container)</p> <p>Uses familiar objects in new ways</p> <p>Tries multiple ways of using a new item</p>	<p>Uses different objects to extend reach to get object that is out of reach</p> <p>Tries different ways to open a container (e.g., twisting, pulling, banging or asking for help)</p> <p>Attempts to solve a problem using same strategy but tries a new approach after an adult suggestion (e.g., "try turning it the other way")</p>	<p>Adjusts a puzzle piece position to fit space</p> <p>Makes a road or ramp wider so that a car can fit without falling off</p> <p>Tries new way of opening a container after twisting lid doesn't work</p>	<p>Talks through several possible solutions to a problem and then chooses one to try</p> <p>Tries multiple ways to manipulate an object, adjusting efforts that seem promising and abandoning those that meet with no success</p> <p>After attempting to use multiple strategies, looks to adult or peer as a resource to generate other possible solutions</p>	<p>EXAMPLES</p>

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Initiative/Motivation

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Show interest in environment through response to sensory experiences	Explores the immediate environment using different senses	Interacts with environment using senses and actions	Shows interest in and seeks out sights, sounds, objects and effects	Actively investigates sights, sounds, actions and/or objects
EXAMPLES	Shows interest when slowly moving object disappears Inspects own hands Responds differently to warm/cold, rough/smooth Listens to adult voice for brief periods (up to 30 seconds)	Orients to sounds or movement Shows interest by reacting to stimuli or events by laughing, babbling or moving Shows interest in the results of their actions and “accidental” discoveries	Follows moving object with body and/or eyes Engages in back-and-forth games involving movement or sound (e.g., peek-a-boo, tickle games) Shows interest in the result of actions (e.g., drops objects, makes sound or noise to get adult reaction)	Seeks out familiar people or objects that are not in immediate presence by vocalizing, using gestures, smiling, etc. Shows interest in new sights, sounds and objects by showing excitement, reaching, watching intently, etc. Anticipates something in next room or person approaching from out of sight	Recognizes effect of own actions on an object (e.g., shakes a rattle to make a sound) Explores results of new actions on objects Experiments with using objects to make different sounds Explores new objects with a variety of senses and/or actions (e.g., feels it, shakes and listens or moves it) Imitates others actions to achieve a result (e.g., copies someone pounding on drum to make a sound or pushing a button to turn on a light)

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Engages in interactions and activities of interest with purpose</p>	<p>Shows interest in different activities or topics, seeking new information or seeking out particular objects</p>	<p>Shows interest in specific activities or topics, seeking new interests but maintaining interest in some materials or topics over time</p>	<p>Expresses interest in topics over time and actively explores new topics</p>	<p>DESCRIPTION</p>
<p>Shows continued interest for brief periods of time (2-3 minutes) when engaging in play with caregiver</p> <p>Shows a desire to accomplish something (e.g., completing a task or doing something successfully)</p> <p>Engages with others in shared activity with clear intent (e.g., works with caregiver to push something as fast as possible)</p> <p>Repeats actions over and over and notices results</p>	<p>Actively participates in a new experience, exploring materials and talking about topic</p> <p>Seeks out new object or information related to a familiar and favored topic (e.g., reads a book about a topic then chooses another book on same topic or wants to play with a toy related to book topic)</p> <p>Asks questions about area of interest</p> <p>Varies actions on object to observe results</p>	<p>Shows interest in a particular type of play (e.g., block or dramatic play), a specific animal or another topic, frequently seeking out experiences connected to this interest over the course of weeks or months</p> <p>Ask questions about new or unusual experiences or objects</p> <p>Explores a new topic or material when there is an opportunity (e.g., reading a book about something new or playing with new materials)</p> <p>Spends time manipulating items to observe impact of various actions</p>	<p>Shows continued interest in a topic over several weeks or months, learning new information and engaging in different experiences related to this topic (e.g., seeks out books about horses, plays with toy horses and draws horses)</p> <p>Explores a new topic (may be briefly) playing with materials or reading books</p> <p>Asks questions about new objects or subjects of interest</p> <p>Seeks materials related to interests that are not present in immediate environment</p> <p>Experiments with objects to learn about the effect of actions, the properties of the objects, etc.</p>	<p>EXAMPLES</p>

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Engagement in Learning

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Shows beginning awareness of environment and actions	Repeats actions to obtain the same result	Explores new actions and interactions	Engages in activities and practices actions	Engages with objects or activities, completing some simple tasks or activities
EXAMPLES	<p>Explores objects with mouth</p> <p>Watches speaker's eyes and mouth</p> <p>Notices and repeats movement of legs or arms</p>	<p>Makes a silly noise, notices caregiver laugh and repeats action to gain same response from caregiver</p> <p>Bangs on table and then repeats action to make same noise again</p> <p>Uses a toy in a new way, notices that it responds differently and repeats the action</p> <p>Connects their movement with the reaction/result (e.g., moves hand with rattle and notices that it makes a sound)</p>	<p>Imitates using simple objects in the manner intended (e.g., attempts rolling a ball or pushing a car, looks at a book)</p> <p>Imitates familiar gestures</p> <p>Works to find hidden objects</p>	<p>Explores new objects, trying different actions</p> <p>Practices putting items into a container or stacking items over and over until successful</p> <p>Shows preference for some materials by choosing to play with them repeatedly</p>	<p>Works with caregiver to put items in a shape sorter</p> <p>Shows preference for particular objects or activities by pointing or using words</p> <p>Uses objects in new ways, investigating effects of actions on objects</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Attempts new ways of Initiates and completes simple activities with a clear end, keeping the intended purpose in mind</p>	<p>Chooses activities and works to complete task or gain mastery, maintaining focus in the face of minor routine distractions</p>	<p>With adult prompting, plans actions/steps needed to complete a selected activity</p>	<p>Focuses attention to complete activities that involve planning and carrying out multiple steps over time</p>	<p>DESCRIPTION</p>
<p>Finishes wiping off a table Completes a simple puzzle, despite some frustration Hurries to finish reading book with adult before getting up to investigate something else of interest</p>	<p>Works to reach item that is hard to reach, trying different strategies Repeatedly tries to climb on playground equipment to master getting to the top Finishes setting up materials for a pretend play scenario despite minor distractions (e.g., another child calling for attention or noises outside)</p>	<p>Remembers necessary steps to complete simple familiar task, even in the face of minor frustrations (e.g., paints at easel with watercolors or cleans up after snack) Works with an adult to plan steps to create something and works toward goal, despite some frustration Follows directions to complete simple projects or tasks. May need assistance from adults to remember steps or may look to peers for models.</p>	<p>Keeps in mind relevant topic of discussion or theme of play scenario and contributes in meaningful, relevant ways Works with an adult to plan how to build a building out of blocks, then completes steps Works with a group to plan and complete a building project that takes place over several days (e.g. building a train during an inquiry process related to train stations)</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Begins to connect sensations and responses	Recognizes familiar people or objects in immediate environment	Uses different actions which vary depending upon the objects and people involved	Notifies differences in or between objects/people	Matches similar items
EXAMPLES	<p>Looks at or reaches for objects that are close or touching</p> <p>Calms in presence of familiar sensations or actions (e.g., being rocked by parent, hearing familiar song)</p> <p>Searches for sound or smell with eyes</p>	<p>Responds with delight to family member or familiar caregiver</p> <p>Seeks out familiar toy, food or item related to daily routine (e.g., reaches for chair where rocked to sleep when tired)</p> <p>Has a preferred blanket, stuffed toy or other comfort item</p>	<p>Acts to gain response from familiar adult (e.g., touches or coos to get attention)</p> <p>Looks for objects that have fallen</p> <p>Uses multiple ways of exploring objects (e.g., mouths and shakes an object)</p> <p>Uses different approaches to hold an object based on size (e.g., uses fingers or both hands)</p>	<p>Responds to new or novel objects with interest</p> <p>Notifies when familiar person has a change in appearance (e.g., significant change in hair, wears glasses when typically do not)</p> <p>Shows recognition of objects that are similar to other objects by using a new item in a familiar way (e.g., a child who has a toy drum uses a new unfamiliar drum in the same way)</p> <p>Finds matching sock or finds another washcloth while sorting laundry</p>	<p>Finds a second toy to match item (e.g., finds a second block to start a tower)</p> <p>Places plate and cup with matching design together or stacks two cups together</p> <p>Labels items that share characteristics with familiar name (e.g., sees a four legged animal and calls it by own dog's name or refers to it as a "cat")</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Sorts or orders a few objects (when differences are easily observed)</p>	<p>Identifies differences between objects</p>	<p>Identifies similarities and differences between or among items</p>	<p>Uses similarities, differences and patterns to solve problems or make decisions</p>	<p>DESCRIPTION</p>
<p>Sorts items by type of object (e.g. groups cars and blocks into two groups)</p> <p>Puts some objects in order (e.g. lines up three objects from smallest to biggest)</p> <p>Pulls all the socks out of the laundry basket</p> <p>Gets only big bowls out of the cupboard</p>	<p>Sorts on the basis of one attribute with adult support (e.g., sorts clothing by color or sorts blocks by size)</p> <p>Communicates about differences between items (e.g., chooses something of a particular color, expresses a preference for the “big” one)</p> <p>Talks about differing textures (e.g., selects one out of group and says, “This one is bumpy”)</p> <p>Chooses the larger or smaller item with intention</p> <p>Sorts items into two or more groups based on one attribute (e.g., color, size, shape)</p>	<p>Matches small items to corresponding sized items (e.g., puts all small toy animals in small toy barn and groups all big toy animals together)</p> <p>Communicates about differences in sounds</p> <p>Uses similarities and differences to create a simple repeating pattern</p>	<p>Uses familiar patterns to solve problems or order actions (e.g., knows what is next based on previous activity, uses alternating pattern of colored blocks when building a tower)</p> <p>Compares relative attributes of objects, people, events, sounds (e.g., louder, more, less)</p> <p>Considers relative attributes of items when making decisions (e.g., selects the longest sturdiest stick to reach something stuck in a tree branch)</p>	<p>EXAMPLES</p>

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Symbolic Representation

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months	
DESCRIPTION						<p>Uses realistic items to pretend or imitate common actions</p>
EXAMPLES						<p>Uses common household objects to pretend (e.g., uses a spoon to pretend to feed someone or pretends to use family member's telephone)</p> <p>Uses a realistic toy to pretend (e.g., rocks a doll or pretends to drive a toy car)</p> <p>Imitates adult action (e.g., pretends to say "hello" on phone after hearing adult do this)</p>

Symbolic Representation

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Uses realistic items in combination to pretend to complete simple actions</p>	<p>Engages in pretend play involving realistic and nonrealistic items and/or familiar roles</p>	<p>Represents people, places and things through play, simple construction or movement</p>	<p>Uses more complex or abstract representations of people, places, things or events through play, drawing, construction and/or movement</p>	<p>DESCRIPTION</p>
<p>Pretends to feed a doll with a play bottle</p> <p>Gives a stuffed animal a ride in a car</p> <p>Pretends to sweep/vacuum floor with child-size broom/vacuum or hand broom.</p>	<p>Pretends to be a pet owner with a pretend pet</p> <p>Pretends to be a doctor with a patient represented by doll, stuffed animal or a peer</p> <p>Pretends to be a parent taking care of a baby, using rocking chair, eating utensils, etc.</p> <p>Prepares a pretend party with multiple items (e.g., pretend plates, food and decorations)</p>	<p>Uses, makes real or imaginary objects to represent something else (e.g., uses a block as a jug of milk, pretends to hold a phone to ear and talks)</p> <p>Builds a structure in block area and then uses toy people or animals with the structure in pretend play</p> <p>Draws to represent something (e.g. a picture of a pet or an event or a “sign” for pretend restaurant)</p> <p>Uses a variety of movements to represent different animals (e.g., lumbering walk and swinging arm to represent an elephant or jumping movements to represent a monkey)</p>	<p>Acts out a familiar scenario from own experience or from a book using props and coordinating roles (e.g., a doctor’s office visit)</p> <p>Draws a picture and attempts a written label to show a recent significant event (e.g., trip or birth of a sibling)</p> <p>Does a dance with slow movements transitioning to faster movements to represent someone changing from being sad to happy or sick to healthy</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Shows shifts in emotional and physiological state during exchanges with nurturing primary caregivers	Seeks to manage shifts in emotional and physiological state that occur through exchanges with nurturing primary caregivers and own behavior	Relies on relationship with familiar caregivers and consistent routines to adapt to changing situations	Uses strategies to adapt to changing situations within the context of relationships with familiar caregivers and consistent routines	Follows familiar routines and uses support from familiar adults to regulate
EXAMPLES	<p>Responds with calm or relaxed state when needs (e.g., hunger, warmth or presence of care giver) are met</p> <p>Responds to adult comfort and soothing by restoring to a calm state after distress</p> <p>Desires frequent physical contact and touch</p>	<p>Interacts with primary caregivers and intentionally seeks comfort or support from them</p> <p>Responds differently or seeks adult comfort when typical routine is altered</p> <p>Begins to show self-calming behaviors (e.g., will suck thumb, snuggle against blanket or adult)</p>	<p>Looks to primary caregiver for comfort and security when stranger is present or in other new situations</p> <p>Shows attachment to special item (e.g., toys, blanket) and uses it to comfort self at times</p> <p>Displays varying activity levels and attention (e.g., looking and listening) based on situation and own needs (e.g., may avoid highly stimulating activity when tired)</p>	<p>Seeks engagement with familiar caregivers for regulation (e.g., reaches out to adult for comfort after being scared)</p> <p>Anticipates what will happen next during a familiar routine (e.g., starts to tug at bib after done with eating)</p> <p>Entertains self for brief periods of time</p> <p>Uses blanket, thumb or snuggles with adults to soothe self or fall asleep</p>	<p>Tolerates brief wait time in familiar and comfortable contexts</p> <p>Uses self-soothing techniques and support from familiar adults in new situations.</p> <p>Anticipates next steps in familiar routine but adjusts to minor changes in routine (e.g., having to wait briefly)</p> <p>Uses emerging language and physical actions to get what he/she wants/needs</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Follows the lead of familiar caregivers for emotional regulation and makes some independent efforts toward self-regulation</p>	<p>Regulates emotions and behavior during a regular structured day with consistent routines and availability and support of a familiar adult</p>	<p>Adapts to most common everyday circumstances, but relies on familiar adults when under stress</p>	<p>Typically soothes self across situations</p>	<p>DESCRIPTION</p>
<p>Follows some daily routines and will correct others if familiar sequences and routines are not followed</p> <p>Uses strategies such as comfort objects and adult support to adapt to new situations</p> <p>Engages in play to distract or entertain self</p> <p>Uses emerging language to get support or meet want/needs</p>	<p>Makes anticipated transitions with adult reminders</p> <p>Responds to adult choices and limits to guide them to appropriate behavior</p> <p>Uses some self-soothing techniques when new or upsetting situations occur</p> <p>Uses language and behavior to meet wants/needs (may be forceful or “tantrum” when he/she wants or does not want something)</p>	<p>Soothes self with limited support after common everyday disappointments or challenges</p> <p>In social situations and exchanges with less familiar adults and peers, is able to participate with limited distress or adult support</p> <p>Waits for short periods of time for something that is desired but may need adult support and reassurance</p> <p>Follows daily schedule/routine with reminders</p>	<p>Adapts to minor changes in rules and routines and/or tolerates minor frustrations and disappointments</p> <p>Adapts to minor changes in rules and routines</p> <p>Communicates with familiar adults and peers about wants and needs</p> <p>Offers explanations to negotiate solution (e.g., “I want a turn because I’ve been waiting a long time.”)</p> <p>Uses previously learned strategies to independently self sooth or when prompted by a familiar adult</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Displays varied states	Expresses a range of emotions	Expresses a growing range of emotions	Adjusts own emotions in response to primary caregiver(s)	Expresses emotions using facial expressions, vocalizations, words with inflections and/or physical actions
EXAMPLES	<p>Shows interest in emotional expression of main caregiver(s) by watching face</p> <p>Smiles in response to social interaction</p> <p>Relaxes when held or cuddled</p> <p>Cries with some variation in intensity and tone when uncomfortable or distressed</p>	<p>Shows interest in facial expressions of main caregivers, reaching toward face or watching them closely</p> <p>Expresses delight, surprise or pleasure by smiling, cooing or screeching</p> <p>Expresses when he/she is upset by crying or shrieking</p> <p>Shows calmness by smiling, having regular breathing pattern and having a relaxed body</p>	<p>Smiles, laughs and/or squeals to express pleasure, joy and excitement</p> <p>Furrows brow, scowls and/or stiffens body when displeased</p> <p>Cries and displays other more intense behaviors when scared, upset or angry</p>	<p>Smiles in response to caregiver smiles</p> <p>Imitates facial expressions or vocalizations associated with excitement or disappointment</p> <p>Looks at/to caregiver in unfamiliar or stressful situation and mirrors their emotional expression</p>	<p>Hugs familiar caregivers</p> <p>Yells, whines or otherwise uses tone of voice and inflection to convey emotion</p> <p>Responds to conflict or disappointment by hitting, throwing or other physical response</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Uses emerging language and behavior to express emotions, including strong emotions to assert wants and needs</p>	<p>Uses tone of voice and/ or emerging language to communicate about own emotions and emotions of others</p>	<p>Communicates about emotions of self and others (e.g., minor frustration, anger, sadness, or excitement) using gestures, facial expressions and/ or language acceptable in setting and/or own culture</p>	<p>Discusses emotions and circumstances with trusted adults (It is expected that children of this age will have an inconsistent ability to identify their own emotions)</p>	<p>DESCRIPTION</p>
<p>Displays behaviors commonly associated with more complex emotions, such as frustration and pride (e.g., beaming smile and clapping hands at accomplishment, stomping feet when can't do something)</p> <p>Uses facial expressions, vocalizations and physical actions to express anger or frustration</p> <p>Uses language to label basic emotions with assistance</p> <p>Tantrums when something does not go as wanted</p>	<p>Communicates about feelings (e.g., labels own emotions, states a reason for others' emotions or shares a way to help someone in distress)</p> <p>Pretend play involves emotional reactions or talk about emotions</p> <p>Uses loud, complaining voice or soft, sweet voice in attempt to get needs met</p> <p>Exhibits variation in tone of voice (e.g., tells others he/she is mad in a loud voice, smiles and shows excitement when anticipating positive event)</p>	<p>Uses language or gestures to communicate own frustration, anger or sadness</p> <p>Identifies and labels a variety of emotions (e.g., anger, sadness, happiness, fear, excitement, frustration)</p> <p>Mentions reason for someone's emotional reaction (e.g., "He's scared because of the storm.")</p> <p>Conveys anger during conflict but refrains from physical response</p> <p>Displays emotional reactions in keeping with cultural expectations (e.g., may not show excitement or clear pride in own work if this is not common in his/ her culture)</p>	<p>Describes own anger about prior events but uses gestures and facial expressions to communicate anger immediately following incident</p> <p>When reading a book with an adult, identifies characters' feeling and talks about a time they felt that way</p> <p>Recognizes emotions of familiar peers and adults and responds with calming and soothing strategies when appropriate</p> <p>Talks about things that make him/ her happy, sad, angry but when experiencing these emotions may talk only about circumstances and not mention emotions</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Uses senses to experience what is happening within and around self	Begins to explore self within the context of relationship with primary caregiver(s)	Demonstrates an emerging sense of self within the context of relationship with primary caregiver(s)	Demonstrates emerging sense of self in relationship to physical environment and others	Demonstrates emerging sense of own preferences and abilities
EXAMPLES	<p>Explores own hands</p> <p>Depends upon adults for comfort and getting needs met</p> <p>Looks and listens to surroundings</p> <p>Responds to touch and movement</p>	<p>Explores how own body moves</p> <p>Adjusts own actions in connection with primary caregiver (e.g., smiles in response to caregiver, snuggles up to caregiver when cradled)</p> <p>Looks to primary caregiver(s) as a source of security and/or seeks out certain objects</p>	<p>Moves or shows facial expressions in reaction to hearing name</p> <p>Use vocalizations to gain adult attention (e.g., shouts or squeals when primary caregiver has back turned)</p> <p>Lifts arms in anticipation or to signal desire to be picked up</p>	<p>Reacts to name being called (e.g., turns to look at adult)</p> <p>Shows anticipation of result of own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise)</p> <p>Participates in songs/ rhymes with facial expressions, movement or a response to prompts in the song</p>	<p>Shows individual preferences for food, objects, textures, etc.</p> <p>Responds consistently to name</p> <p>Begins to use words such as “me” or “mine”</p> <p>Communicates likes and dislikes</p> <p>Shows confidence in completing familiar tasks or actions</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Begins to express own interests, wants, and needs</p>	<p>Demonstrates a sense of self as an individual who relates to other people or groups</p>	<p>Exhibits a sense of self as an individual and part of a group</p>	<p>Exhibits a beginning understanding of individual and group characteristics and roles</p>	<p>DESCRIPTION</p>
<p>Identifies some family members Seeks new experiences Expresses preferences for particular objects, foods and people Shows confidence in actions by acting with intention</p>	<p>Identifies family members and other familiar people by name Knows about their own and others' possessions (e.g., may avoid sharing and say "mine") Completes familiar tasks with a clear role Shows pleasure over accomplishments</p>	<p>Identifies first and last name Identifies some individual characteristics and characteristics shared with others (may be physical traits or preferences) Shows confidence in a wider range of activities and environments Takes some initiative in unfamiliar tasks</p>	<p>Communicates about individual characteristics of self and/or others, including physical traits and personal preferences Relates basic roles within a group (e.g., jobs, roles in dramatic play) Takes risks with new tasks and/or shows pride in accomplishments and abilities, as appropriate to temperament and culture</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Notices familiar adults and begins to respond to interactions	Shows interest in interacting with familiar adults	Interacts with familiar adults to meet physical and social needs	Seeks interactions with familiar adults for reasons other than meeting physical needs	Shows affection for and/or engages in shared attention with familiar adults
EXAMPLES	<p>Makes eye contact</p> <p>Responds to tone of voice and facial expression (e.g., smiles back at primary caregiver, frowns when someone is upset)</p> <p>Looks at primary caregiver</p> <p>Looks at adults who are talking to them</p>	<p>Smiles or coos in response to familiar adult initiating interaction</p> <p>Responds to primary caregiver touch</p> <p>Anticipates responses from trusted adults</p> <p>Responds differently with familiar adults and unfamiliar adults</p>	<p>Exhibits a preference for primary caregiver(s)</p> <p>Seeks out primary caregiver to meet basic physical needs</p> <p>Starts to join in simple games with caregiver (e.g., repeats activities that result in laughter)</p> <p>Reacts to strangers by crying or seeking primary caregiver</p>	<p>Reaches out, vocalizes, imitates or smiles in attempt to engage others in social interactions</p> <p>Seeks reciprocal, playful interactions (e.g., peek-a-boo)</p> <p>Shows items to adults with excitement</p> <p>Cries when primary caregiver leaves</p>	<p>Points to objects to attract adults' attention</p> <p>Communicates with adults to share attention (e.g., labels objects, points to pictures and vocalizes when looking at book)</p> <p>Repeats a noise for familiar adult to hear</p> <p>Shares delight with primary caregiver (e.g., gets excited when caregiver shows excitement)</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Uses primary caregiver(s) as a secure base when exploring environment and/or interacting with others</p>	<p>Enjoys interacting with adults and sharing new experiences with familiar adults</p>	<p>Interacts with familiar adults and uses them to help with adjusting to new settings, situations or people</p>	<p>Uses adults as a resource, seeking help and approval from adults in trusted roles</p>	<p>DESCRIPTION</p>
<p>Expresses interests by pointing and talking</p> <p>Asserts autonomy from familiar adults by saying “no” or tantrumming</p> <p>Has familiar patterns of interaction with familiar adults (e.g., particular games they play or routines)</p> <p>Engages in new experiences or interacts with new adults when in the presence of a trusted adult who indicates approval</p>	<p>Looks to familiar adults and smiles when enjoying a new experience</p> <p>Shows familiar adults things he/she is interested in</p> <p>Relies on familiar adults as support in new situations and/or during transitions</p> <p>Typically tolerates brief separations from caregiver with minimal distress when provided support from another familiar adult</p>	<p>Requests help from familiar adults when having difficulty solving a problem</p> <p>Holds adult hand or increases proximity to familiar adult when uncertain</p> <p>Explores environment with confidence when familiar adults are nearby</p> <p>Seeks comfort from a familiar adult when upset</p>	<p>Asks trusted adult (e.g., caregiver, teacher, family friend, familiar staff) questions to gain information or gain help</p> <p>Communicates with adults about interests, preferences, etc.</p> <p>Follows routine set by familiar adult</p> <p>Generally engages in reciprocal helpful interactions with adults (e.g., helps with simple tasks, responds to most limits)</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Notices other children	Notices and responds to other children	Seeks contact with other children	Show interest in other children's actions	Demonstrates interest in interacting with other children
EXAMPLES	Looks at other child's face Notices child who is vocalizing	Focuses attention on other children who are playing nearby Coos at child paying attention to him/her Smiles or attempts to touch another child	Moves to gain proximity to other children (e.g., rolls, scoots, stretches) Reaches out to touch another child Increasing vocalization and movement to show excitement when other children are present May cry if other children are active or loud	Watches the actions of other children Stays in proximity of other children Engages in brief interactions (e.g., making eye contact, babbling) Reacts to strong feelings exhibited by peers (e.g., may frown when another baby is crying or be upset if hears yelling)	Focuses attention on nearby children Plays in proximity to other children Briefly interacts with other children (e.g., babbles, hands a child a toy)

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Shows interest in other children by playing alongside them using similar materials</p>	<p>Seeks out other children for interaction</p>	<p>Interacts with other children on common projects or goals</p>	<p>Engages in more complex and coordinated interactions with peers</p>	<p>DESCRIPTION</p>
<p>Plays with similar materials near other children. (Conflict over materials may occur.) Imitates other children's actions using similar objects Imitates another child's gross motor play but does not coordinate or communicate about actions</p>	<p>Shows a preference for particular children by seeking them out more frequently (though these preferences may shift over time) Interacts with peers using common materials. (Conflict over materials may occur.) Builds blocks with another child, talking about what each is building but not working together on one structure Child and peer pretend to cook, with each child pretending to make own dish</p>	<p>Builds a tower or road, working with a peer to coordinate actions (e.g., building structure together or joining roads) Pretends to make a meal for another peer and the baby peer is caring for Pretends to drive a car while peer is a passenger or races a peer who is pretending to drive another car. Communicates with peers about common play or materials (Adult assistance may be needed when conflict arises.)</p>	<p>Engages with peers in cooperative projects (e.g. building large structure together, painting a picture together) Play with peers involves identified roles and actions (e.g., one child is the shopkeeper and one is the customer) Attempts to resolve conflicts with peers Shows interest in pleasing peers and has preferred playmates Communicates with peers about friendship Communicates with others about preferred peers</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Begins to develop basic control of large muscles	Shows increased strength during basic movement	Shows basic control of large muscles	Shows increased control and strength in large muscles	Shows beginning coordination of large motor skills
EXAMPLES	<p>Begins to lift and turn head when on stomach</p> <p>Kicks legs evenly and strongly when on back</p> <p>Starting to bring hands to mouth in variety of positions</p> <p>Holds head steady for short periods when held upright</p>	<p>Reaches for toy hanging from mobile while on back</p> <p>Holds self up on forearms arms when on stomach</p> <p>Beginning to experiment with rolling (e.g., flips from stomach to back, turns onto side from back)</p> <p>Holds head steady when held in a sitting position</p>	<p>Rolls in and out of all positions easily and quickly</p> <p>Sits independently without support</p> <p>Rocks on hands and knees and/or crawls forward</p>	<p>Gets into a sitting position</p> <p>Moves across the floor or blanket (by rolling, scooting, crawling)</p> <p>Pulls to a stand and/or cruising on furniture or outdoor equipment</p>	<p>Stands from squatting position (using arms to push off floor) Walks to achieve goal such as getting a desired object</p> <p>Creeps up and down stairs or low ramp</p> <p>Throws a medium to large ball forward</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Combines large motor movements</p>	<p>Coordinates basic large muscle movements</p>	<p>Shows basic coordination in mobility and movement</p>	<p>Coordinates several gross motor movements</p>	<p>DESCRIPTION</p>
<p>Walks through environment while changing directions and carrying objects</p> <p>Begins to run (may be unsteady)</p> <p>Walks up and down stairs while holding a railing</p> <p>Combines movement to accomplish goal (e.g., squats to pick up something from the floor, catches a large ball by capturing it against their body using both hands)</p>	<p>Walks and runs on various surfaces</p> <p>Throws a medium or playground-sized ball</p> <p>Jumps with both feet</p> <p>Kicks a ball</p>	<p>Walks with ease and control</p> <p>Combines several gross motor movements in a coordinated way (e.g., moving through an obstacle course or playing a game involving different sequences of movement)</p> <p>Uses feet in a coordinated manner to kick a ball, hop, or walk up stairs using alternating feet</p> <p>Throws a small ball forward toward a close target (e.g., a person, a hoop, a bucket)</p>	<p>Combines more complex motor movements (e.g., stops and changes direction while moving, climbs on playground equipment)</p> <p>Bends, dances, twists, lifts big objects</p> <p>Peddles a wheeled toy and steers smoothly</p> <p>Throws with some accuracy, rotating body and shifting weight on feet</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Shows beginning use of hands	Shows beginning coordination of hand, vision and movement	Uses hands for purposeful exploration	Intentionally uses hands to manipulate objects	Uses hands with intention
EXAMPLES	<p>Brings hands to mouth</p> <p>Swipes at objects when on back</p> <p>Resting hand position is open and relaxed</p>	<p>Uses vision to guide hand movement (e.g., reaches for objects)</p> <p>Holds or shakes objects</p> <p>Brings objects into line of vision or puts in mouth</p>	<p>Picks up objects using fingers and palm of hand</p> <p>Releases objects to drop</p> <p>Reaches out with fully extended arm</p> <p>Transfers items from one hand to the other</p>	<p>Combines objects at center of body (e.g., banging things, putting items on/off)</p> <p>Uses hands to reach and put objects in containers</p> <p>Activates large button or knob</p> <p>Pokes at or grasps small objects between fingers and thumb</p>	<p>Builds a simple block tower</p> <p>Puts snack items in a container (e.g., snack items in a bowl, shapes in a shape sorter)</p> <p>Holds something stable with one hand and manipulates something with the other hand</p> <p>Uses writing tools to make scribbles</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Uses visual information to guide motor movements</p>	<p>Uses common household or classroom objects with hand eye coordination</p>	<p>Uses smaller objects with more precision</p>	<p>Uses coordinated movements when manipulating objects</p>	<p>DESCRIPTION</p>
<p>Fits shape into shape sorter Positions simple puzzle pieces or adjusts toothbrush to fit into holder correctly Scribbles with writing tool (may use fistful grasp) Puts together or takes apart toys such as pop beads, nesting blocks, etc.</p>	<p>Uses coordinated hand movements to achieve goal (e.g., turns knob to open door, puts lid on container) Uses pegboard Writes or paints with beginning control and purpose Turns one or several pages of a book</p>	<p>Uses spoon to scoop out food Uses scissors to snip or cut on line Demonstrates sufficient motor control to draw simple shapes or letter approximations (may hold pencil between thumb and multiple fingers in an immature, or nontraditional, manner)</p>	<p>Cuts paper Opens containers with simple twisting or snapping lids Copies simple forms (shapes or letters) using a mature pencil grasp (tripod grip with pencil grasped between thumb and first two fingers)</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Shows beginning awareness of body and needs	Cooperates in daily care routines	Explores ways of participating during daily care routines	Participates in daily feeding and dressing routines	Actively engages in feeding and dressing routines
EXAMPLES	<p>Leans forward in anticipation of food offered via bottle or breast</p> <p>Shows awareness of discomfort such as hunger or wet diaper (e.g., uses distinct cry for needs)</p> <p>Molds to caregiver when held</p>	<p>Reaches for and/or holds bottle, breast or food</p> <p>Takes pureed food from spoon</p> <p>Anticipates and cooperates with caregiver actions during dressing and diapering routines</p>	<p>Tries new foods and tastes</p> <p>Holds own bottle or cup</p> <p>Opens mouth and leans forward in anticipation of food</p> <p>Holds, bites and chews cracker</p> <p>Participates in bathing routine, showing excitement by splashing, squealing, etc.</p>	<p>Physically helps or cooperates with dressing (e.g., holds arms out to get shirt on)</p> <p>Physically helps or cooperates with feeding (e.g., uses cup, eats finger foods)</p> <p>Takes off socks or grabs spoon in attempt to participate in clothing and feeding process</p>	<p>Uses eating utensils</p> <p>Serves self food</p> <p>Actively participates in dressing self (e.g., putting arm in sleeve, stepping out of pants)</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Cooperates in self-care activities and efforts to stay safe</p>	<p>Actively participates in self-care activities and efforts to stay safe</p>	<p>Generally manages basic health and self-care and routines with some adult assistance</p>	<p>Generally manages basic health and self-care routines without adult assistance</p>	<p>DESCRIPTION</p>
<p>Participates in dressing routines (e.g., pulling pants or skirt on, taking off jacket)</p> <p>Serves self food</p> <p>Points out some unsafe items (e.g., a sharp object, open door or gate, spill on floor)</p>	<p>Feeds self with minimal spilling</p> <p>Attempts to complete basic health routines (e.g., dressing, toileting, tooth brushing)</p> <p>Generally follows basic safety rules</p>	<p>Handles most aspects of dressing with simple pull-on clothing</p> <p>Manages most aspects of toileting with few reminders and occasionally assistance</p> <p>Manages most aspects of hand washing with few reminders and occasionally assistance</p> <p>Remembers and understands most basic safety rules</p>	<p>Serves foods (e.g., pouring from a pitcher and spreading with a butter knife)</p> <p>Dresses self (although may need help with fasteners)</p> <p>Handles toileting and hand washing with only occasional need for assistance</p> <p>Understands basic safety rules</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Displays overall health for age level and specific conditions or disabilities				
EXAMPLES	Is up to date on well-child checks and screenings. Does not have ongoing illnesses or preventable diseases. Gets appropriate amounts of sleep. Gets appropriate amounts and variety of nutritious foods. Exhibits healthy growth patterns. Engages in recommended amounts of physical activity.				

Physical Health

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Displays overall health for age level and specific conditions or disabilities</p>				DESCRIPTION
<p>Is up to date on well-child checks and screenings. Does not have ongoing illnesses or preventable diseases. Gets appropriate amounts of sleep. Gets appropriate amounts and variety of nutritious foods. Exhibits healthy growth patterns. Engages in recommended amounts of physical activity.</p>				EXAMPLES

Receptive Language

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Attends to voice and gestures	Responds to nonverbal and/or verbal communications	Begins to show understanding of nonverbal and verbal communication	Demonstrates an understanding of some basic communication with a physical response	Demonstrates an understanding that language (words/gestures/signs) refers to objects/people
EXAMPLES	<p>Reacts to facial expressions</p> <p>Responds to vocalizations with attention, cooing or smiling</p> <p>Orients towards voices or communicative gesture</p>	<p>Turns head to locate a variety of sounds</p> <p>Makes sounds in response to hearing words</p> <p>Is soothed by familiar voice</p> <p>Responds differently based on tone of voice and facial expression</p>	<p>Moves or shows facial expressions in reaction to hearing name</p> <p>Turns attention to named family member</p> <p>Responds to gestures and/or language within familiar routines (e.g., holds arms up when adult moves to pick him/her up)</p> <p>Responds to “no” by looking, stopping, or withdrawing with change in tone of voice</p>	<p>Turns attention to a named object</p> <p>Picks up a toy when a gesture is made or sign language is used</p> <p>Goes to named family member</p> <p>Carries out simple requests (e.g., waves “good-bye”)</p>	<p>Looks for people or objects that are named even when objects/people are not present</p> <p>Reaches for named item or person</p> <p>Shows desire to learn name for new object, animal or person</p> <p>Shows interest in understanding new words or gestures</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Shows understanding of basic nouns and verbs</p>	<p>Demonstrates an understanding of basic language during everyday routines</p>	<p>Demonstrates understanding of more complex communication involving 2-3 concepts and/or new vocabulary</p>	<p>Demonstrates understanding of communication that includes 3-4 concepts</p>	<p>DESCRIPTION</p>
<p>Points to or seeks out familiar things that are named (e.g., people, objects and/or body parts) Performs simple actions that are named (e.g., jump, dance) Responds to simple one-step directions involving familiar routines and objects (e.g., “pick up toy” or “wash hands.”)</p>	<p>Shows an understanding of new vocabulary for objects and action words that are learned during daily routines and activities Understands and follows through on most basic communication (referring to familiar actions and objects) during daily routines Follows simple two-step directions that involve familiar routines and objects (e.g., “pick up the block and put it in the box”)</p>	<p>Follows directions that involve multiple ideas/concepts (including nouns, verbs, and descriptors) Locates objects based upon 2-3 descriptions such as color or size, and/or position (on, under, beside, etc.) Acquires new vocabulary after explanation or multiple exposures</p>	<p>Follows directions that involve 3-4 ideas/concepts (including nouns, verbs, and descriptors) Locates and acts upon objects based upon 2-3 descriptions including physical attributes, adverbs and/or positional words (e.g., “Wave the green scarf quickly” or “Slowly drive the blue car under the bridge”) Asks for meaning of unfamiliar words</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Uses a variety of facial expressions and sounds	Uses sounds and cries to engage adults	Use varied sounds and gestures across different circumstances	Communicates wants and needs through a combination of crying, babbling, word approximations, and/or gestures	Uses a few words and some conventional gestures to communicate and have needs met
EXAMPLES	<p>Smiles and coos with familiar caregivers</p> <p>Vocalizes open mouth vowel sounds (“ahhh” or “ooo”)</p> <p>Uses distinct cries for different needs (e.g., hungry, wet, tired)</p>	<p>Babbles using a variety of sounds when interacting with familiar caregivers</p> <p>Cries with different intensity and tone depending upon circumstances</p> <p>Laughs during play</p> <p>Vocalizes excitement and displeasure</p>	<p>Imitates tone and inflection</p> <p>Engages in back and forth exchanges with sounds with familiar adults</p> <p>Engages in verbal play, stringing syllables together (“mamama” or “babababa”)</p> <p>Claps hands or waves “bye-bye”</p>	<p>Uses hand and facial gestures to indicate “more” or “no”</p> <p>Vocalizes (babbles or cries) in a manner that shows an intent to communicate</p> <p>Babbles using a variety of sound similar to common words</p> <p>May begin to use first word or gesture for family or objects (e.g., “da “ or “dada” for Dad)</p>	<p>Waves “bye-bye”</p> <p>Lifts arms and says, “up”</p> <p>Signs and says “more”</p> <p>Uses some sounds or approximation of words consistently to have needs met (e.g., “wawa” for water, “Bebe” to refer to comfort blanket)</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Uses words to request objects, have needs met or gain attention</p>	<p>Communicates to label experiences, actions or events</p>	<p>Communicates using more complex language</p>	<p>Uses a series of related statements, including multiple concepts, to communicate with familiar adults and peers</p>	<p>DESCRIPTION</p>
<p>Uses nouns frequently to request or label things</p> <p>Uses other types of words, although less frequently than nouns (e.g., verbs, commands, and possessives)</p> <p>Uses language or gestures to show approval or denial (“yes” or “no”)</p> <p>Sometimes combines words to create short, two-word phrases such as “Me up!”</p> <p>Shows interest in learning new words, repeating unfamiliar words or asking for labels for unfamiliar items</p>	<p>Uses nouns, verbs and some pronouns to communicate about experiences</p> <p>Uses language to make wants and needs known</p> <p>Begins to use plurals, possessives and regular past tense, but makes consistent errors</p>	<p>Describes objects (nouns), people (pronouns) actions (verbs) and attributes (adjectives)</p> <p>Uses sentences or phrases that are 6-10 words long</p> <p>Follows basic grammar rules (e.g., plurals, past tense, combining of noun and verb)</p> <p>Uses new vocabulary recently learned</p>	<p>Engages in discussions with multiple exchanges</p> <p>Learns and uses specific or technical vocabulary related to a topic of interest Follows basic grammar rules (e.g., plurals, past tense, combining of noun and verb)</p> <p>Uses a variety of words to describe objects (nouns), people (pronouns) actions (verbs), relationships (prepositions, comparatives and/or superlatives) and attributes (adjectives)</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	<p>Shows awareness of sights and sounds in immediate environment</p> <p>Note that this age band is identical to Appreciation and Engagement in the Arts</p>	<p>Reacts to music, stories and pictures shared with an adult</p>	<p>Actively participates in music, stories and pictures shared with an adult</p>	<p>Engages with adults, showing shared attention to a book</p>	<p>Actively engages with others in reading books</p>
EXAMPLES	<p>Responds to vocalizations with attention, cooing or smiling</p> <p>Orients towards voices or communicative gesture</p> <p>Visually regards different colors, lighting and movement</p>	<p>Shows brief attention to book or pictures with focused gaze</p> <p>Reaches, moves, smiles or vocalizes when looking at pictures or listening to someone read a story</p> <p>Moves, smiles or otherwise responds to music, rhymes or rhythmic chants</p>	<p>Shows excitement in music and visual stimuli through movement (e.g., bouncing, shaking, rocking)</p> <p>Demonstrates attention to books by patting page or pictures</p> <p>Holds and chews books</p>	<p>Focuses gaze on book and/or adults reading</p> <p>Smiles, babbles, repeats sounds or points to pictures</p> <p>Responds to adult talking about book, listening or reacting with gestures/ vocalizations or facial expressions</p> <p>Shows a preference for some books over others</p>	<p>Points to some pictures in books</p> <p>Shows preference for certain books, pictures or items</p> <p>Begins to label things in a book after repeated exposure</p>

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
Shows an awareness of the content of familiar books	Listens to books for short periods of time	Demonstrates interest and engagement in books	Responds to and understands simple texts	DESCRIPTION
<p>Points to named pictures</p> <p>Comments on or labels pictures</p> <p>Participates in familiar stories, repeating familiar parts and/or answering simple questions about book/story</p>	<p>Focuses on books and participates by turning pages and asking questions (e.g., “What is this?” or “What happened?”)</p> <p>Labels pictures in book</p> <p>Chimes in or retells parts of the story or details</p>	<p>Selects books to read</p> <p>Retells parts of stories or pieces of information from book</p> <p>Asks/answers simple questions about book</p> <p>Learns words from book reading</p>	<p>Seeks out books to read</p> <p>Follows books with an awareness of text and/or page direction</p> <p>Retells familiar stories or key story details</p> <p>Relates details or story to own experiences</p>	EXAMPLES

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION					
EXAMPLES					

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Recognizes that familiar signs and symbols in the environment convey meaning</p> <p>Demonstrates an awareness that print (letters, words, symbols) is used to represent words or ideas</p> <p>Demonstrates an understanding of basic print concepts</p>				DESCRIPTION
<p>Names a local store or restaurant upon seeing the sign</p> <p>Recognizes a logo for a computer game, television show or product</p> <p>Points to or labels traffic sign</p> <p>Identifies common symbols (e.g., bathroom signs) in the context of the environment</p> <p>Identifies some printed words in context, such as labels on shelves or familiar signs</p> <p>Recognizes and/or names a few letters or written numerals</p> <p>Shows awareness of how one reads, following from left to right and focusing on words</p> <p>Recognizes that words are units of print made up of letters (e.g., may “write” several letters grouped together to make a word)</p> <p>Recognizes some words (may include own name, names of peers, etc.)</p> <p>Identifies some letters and numbers</p> <p>Identifies sounds associated with some letters</p>				EXAMPLES

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION					
EXAMPLES					

Phonological Awareness

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
	Recognizes familiar environmental sounds and associates sounds with source	Recognizes similar sounds in words	Shows an awareness of the parts of words	DESCRIPTION
	Names animal when hears sound that animal makes (or makes animal sound when sees animal) Associates sounds with machines that make that sound (says, “beep beep” for truck or makes airplane noise while demonstrating wings) Shows interest in listening to rhyming or rhythmic stories or poems	Recognizes when words end with similar sounds (rhyming words) Recognizes when words start with the same beginning sound (alliteration) Shows interest in rhyming or alliterative books or poems and completes familiar rhymes or alliterative phrases	Produces rhyming words Produces words that have the same initial sound Distinguishes syllables in words	EXAMPLES

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION					
EXAMPLES					

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Draws and writes (scribbles, letters and/or letter-like shapes) and assigns meaning to effort</p> <p>Associates drawing or writing with communication</p>				<p>DESCRIPTION</p>
<p>Draws and labels simple pictures</p> <p>Makes marks that resemble words which are different and distinct from pictures, although they may not be recognizable as specific letters</p> <p>Scribbles or marks as an effort to write (e.g. making a list or sign, signing name)</p> <p>Makes marks that resemble writing and contain some letters</p> <p>Writes numerals to convey information about quantity or age</p> <p>Writes for some purpose (e.g., prints name to identify artwork or sign in, or writes a message using early developmental spelling, using one letter for first sound)</p> <p>Labels drawings or tells a story about a drawing</p>				<p>EXAMPLES</p>

Appreciation and Engagements in the Arts

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Shows awareness of sights and sounds in immediate environment Note that this Age Band is identical to Literacy	Shows attention to sights and sounds	Responds to different sensory experiences in a variety of ways.	Shows interest in and response to sensory experiences	Actively responds to or engages in sensory experiences
EXAMPLES	Responds to vocalizations with attention, cooing or smiling Orients toward voices or communicative gestures Visually regards different colors, lighting and movement	Visually explores photos or illustrations depicting patterns and human faces Shows visual attention to patterns and faces for brief periods of time (approximately 20-30 seconds) Attends to new or unusual sounds and/or responds to music by becoming calm or showing excitement	Is soothed or excited by different tempos of music Notices differences in environment and shows surprise or interest Shows preference for certain textures with repeated touching (e.g., rubbing tags on blanket)	Is soothed or comforted by familiar music or lullabies Shakes or strikes rattles and musical toys to create sounds Explores textures Gazes at visual stimuli such as patterns, pictures, movement	Responds to music by joining in, moving to rhythm Notices objects in the environment with different colors, shape, size Responds when own action results in visual product such as showing others marks made with a marker or crayon Reacts when own actions result in noise, such as jumping to the rhythm of own banging on a drum

Appreciation and Engagements in the Arts

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Explores creating and notices the results of creative actions by others</p>	<p>Creates with more control and responds to art</p>	<p>Purposefully creates artwork and communicates about art</p>	<p>Responds to works of art and uses the arts to represent familiar experiences, people or objects</p>	<p>DESCRIPTION</p>
<p>Engages in drawing, painting, molding clay and/or dancing Watches others dancing or painting Uses voice, gestures, or instruments to join in with familiar music Notices visual artwork Responds to music with dancing or by watching those creating music</p>	<p>Uses a variety of materials to create visual arts, showing some control and purpose in manipulating materials (e.g., may describe intent or result) Moves to music, altering tempo, energy and movement or repeats parts of a familiar simple song Comments on or notices own creations or those of others Acts out simple actions in imitation of adults or animals</p>	<p>Draws with dark colors or bold lines to show intensity or anger Dances with stomping feet to intense music; sways to slow, calm music; moves lightly to bright, lilting music Communicates about their own creation or others' artwork (e.g., labels it or talks about colors or movement) Acts out a simple role during song, dance or pretend play</p>	<p>Displays varying responses to different works of art (dances to different music with different styles of dance, responds to paintings with emotions related to visual image, or communicates about artwork) Makes music by humming, singing, using musical instruments Draws, paints or make sculptures and explains purpose or labels their artwork Takes on a role in pretend play and stays in character over time or returns to character</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Uses number-related vocabulary and behaviors				
EXAMPLES	Says or signs a few number names Puts one or many things into compartments Picks up one item at a time from a group				

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Demonstrates a beginning sense of numbers</p>	<p>Demonstrates emerging counting skills</p>	<p>Counts 5 objects accurately, using one-to-one correspondence and knows number sequence to 10</p>	<p>Counts 5 to 10 objects in various arrangements and knows number sequence up to 20</p>	<p>DESCRIPTION</p>
<p>Says or signs a few number names Uses “one” or “two” correctly (e.g., can give “one” object or may start counting with “one”) Matches multiple objects with one-to-one correspondence (e.g., puts one item in each compartment)</p>	<p>Says or signs number names Uses a few numbers names correctly Counts 1-3 objects accurately Puts objects in one-to-one correspondence (e.g., puts one item in each compartment or gives each child in a group one item)</p>	<p>Counts up to 5 objects with accuracy Uses one-to-one correspondence, although may lose track after five items Counts the number sequence up to at least 10, but may mix up order after 5</p>	<p>Counts 5 or more objects in a scattered arrangements and 10 objects in a regular arrangement (a straight line or two lines of 5) Says or signs the number sequence up to at least 20 Uses one-to-one correspondence to count accurately Answer the “how many” questions with one number (cardinality)</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION					
EXAMPLES					

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Demonstrates a beginning sense of quantity</p>	<p>Demonstrates an understanding of small quantities</p>	<p>Demonstrates beginning understanding of number operations</p>	<p>Demonstrates a sense of number operations</p>	<p>DESCRIPTION</p>
<p>Recognizes and names groups of one or two items</p> <p>Demonstrates an awareness of which of two very different-sized collections has “more”</p> <p>May request “more” of an item or ask for “one”</p>	<p>Recognizes and names a collection of three items</p> <p>Compares small collections comprised of 1 to 4 items, indicating which has “more”</p> <p>Selects the larger set of desired items (e.g., takes plate with 4 grapes instead of 2)</p>	<p>Compares small sets of items (1 to 5 objects) visually or using matching or counting strategies</p> <p>Demonstrates understanding that adding or taking away one or two items will result in more or fewer items</p> <p>Recognizes and states or signs the number of objects in small groups (1, 2, or 3) without counting</p> <p>Decomposes 4 and then 5 into two parts, (e.g., 5 can be a 2 and a 3, or a 1 and a 4)</p>	<p>Recognizes and states or signs the number of objects in small groups (1, 2, 3, 4 or 5) without counting</p> <p>Compares sets of up to 10 items, using a matching or counting strategy to compare large sets or reach a solution</p> <p>Uses addition and subtraction (combining and taking away) strategies to solve simple real-world problems (up to 5)</p> <p>Decomposes quantities 4 to 7 into two parts (e.g., 6 can be a 1 and a 5)</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION					
EXAMPLES					

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Uses some vocabulary to describe size or quantity (e.g., big, more)</p>	<p>Describes objects by size using words for different measurement attributes (e.g., length or height, weight, volume or capacity, and area)</p>	<p>Directly compares two objects by size using words for different measurement attributes (e.g., taller, shorter, heavier, lighter, holds more, holds less, and/ or covers more, covers less.)</p>	<p>Compares and describes in more precise language two or more objects based upon use of strategies to determine measurable attributes (e.g., direct comparison, use of standard or non-standard measures, or exploration)</p>	<p>DESCRIPTION</p>
<p>Uses vocabulary to describe people or objects (e.g., describes object as “big” or “little”, talks about getting “big”, says tree is “tall”)</p> <p>Asks for “more” of something</p> <p>Says “too much” when water spills after filling a container too full or a container is over filled with blocks that fall out</p> <p>Describes a large toy as “too big” when trying to drag it.</p>	<p>Compares size of familiar people, saying an adult is “big” and child is “little” (or “tall” and “short”)</p> <p>Describes who has “more” of something</p> <p>Talks about cup being “full” or “empty” or asks for more when cup is only partially filled.</p>	<p>Lines up three objects from smallest to largest</p> <p>Compares size of two apples to pick the bigger one</p> <p>Feels the weight of objects to choose the lighter or heavier item</p> <p>Selects a container that “holds more” than another container at the water table</p>	<p>Compares items by height, weight, volume/capacity or area</p> <p>Represents length data with strips of paper to show height of people or distance that was traveled by a toy car going down a ramp</p> <p>Interprets bar graphs by looking at their height or length, not the number.</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION	Explores a variety of shapes				
EXAMPLES	<p data-bbox="1295 421 1523 492">Plays with blocks and other 3D shapes, touching edges and planes</p> <p data-bbox="1295 503 1523 574">Reaches for and grasps objects of varying size, shape and distance</p> <p data-bbox="1295 585 1523 732">Explores how objects of different shapes rest, balance and move (e.g., how spherical shapes roll, shapes with points cannot balance on the point)</p>				

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Matches simple shapes with same size and orientation</p>	<p>Matches familiar shapes with varying size and orientation</p>	<p>Demonstrates awareness of attributes of simple shapes</p>	<p>Demonstrates basic understanding of attributes of geometric figures</p>	<p>DESCRIPTION</p>
<p>Matches familiar shapes Places shapes in simple inset puzzle Places items in a shape sorter Lines up blocks of a similar shape in a row</p>	<p>Matches shapes with different sizes and/or orientations Begins to understand and use words to describe position such as <i>in, out, on, off, under, up</i> and <i>down</i> Matches items that share same basic shape but differ based on other attributes (e.g., notes that two different sized plates are both circles) Sorts items by shape</p>	<p>Sorts two-dimensional shapes that vary in size and/or orientation Uses words to describe position (e.g., beside, next to, between, above, below, over, and under) Constructs and builds simple shapes out of lines or using two shapes to create a new shape Identifies basic two-dimensional shapes (e.g., circle, square, and triangle) and/or discusses key features (e.g., circles are round, triangles have three points)</p>	<p>Describes basic attributes of geometric figures (e.g., number of sides, number of corners for two-dimensional shapes, shape of flat faces and number of edges and points for 3D shapes) Describes position of objects relative to landmarks Identifies most basic two- and three-dimensional shapes based upon these attributes (e.g., “sphere” and/or “looks like a ball”, “rectangular prism” and/or “looks like a box”, “cylinder” or “looks like a can”)</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION					
EXAMPLES					

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS
<p>Actively explores with a variety of senses</p>	<p>Shows interest in learning about what they have observed</p>	<p>Seeks answers and discusses evidence related to their own questions and observations</p>	<p>Engages in simple investigations and communicates results</p>	<p>DESCRIPTION</p>
<p>When sees something interesting, gets closer to get a better look</p> <p>Shakes something and puts it to ear to hear sound</p> <p>Sees something that looks soft and rubs against cheek to feel</p> <p>Sees something bumpy and uses finger to feel roughness</p>	<p>Asks questions about living and non-living things they have observed</p> <p>Wonders and comments about things they observe happening</p> <p>Communicates about the results of own actions</p> <p>Communicates about reasons for decisions (e.g., when asked which ball is wanted, says, “I want the big one” or “I want the bouncy one”)</p>	<p>Asks questions about the relationship between two things or why something happens</p> <p>Intentionally varies actions and observes results (e.g., changes slant of ramp and observes how far a ball travels)</p> <p>Communicates about relationships between actions and events (e.g., asking questions, commenting on observations)</p> <p>Identifies a problem or a question and considers ways to address it</p>	<p>Creates a design to solve a problem (e.g., creates something to prop up a leaning block tower, creates a tool to reach something in a hard to reach place)</p> <p>Seeks answers to questions and helps plan ways to investigate</p> <p>Gathers information about observed characteristics, events or interactions</p> <p>Communicates about evidence that is discovered</p>	<p>EXAMPLES</p>

AGE BANDS	0 - 3 months	3 - 6 months	6 - 9 months	9 - 12 months	12-18 months
DESCRIPTION					
EXAMPLES					

18 - 24 months	24 - 36 months	3 - 4 years	4 - 5 years	AGE BANDS	
				DESCRIPTION	
<p>Demonstrates an understanding of self in relationship to the broader world</p> <p>Communicates about roles and responsibilities</p> <p>Communicates about family and culture</p> <p>Mentions current and past events.</p> <p><i>Note that communication may involve discussions, pretend play, creative arts expression, etc.</i></p>				<p>Demonstrates an understanding that individuals and groups share similarities and have differences</p> <p>Communicates about characteristics of self and other</p> <p>Communicates about language, food customs, and other cultural differences</p> <p>Talks about family or group similarities or differences</p> <p><i>Note that communication may involve discussions, pretend play, creative arts expression, etc.</i></p>	EXAMPLES



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Early Childhood