

DESIRED RESULTS DEVELOPMENTAL PROFILE - SCHOOL AGE®

DRDP-SA (2009)®



California Department of Education
Child Development Division
September 2009



The Desired Results Developmental Profile – School Age[®] (2009) [(DRDP-SA[®] (2009))] was developed to support the implementation of the Desired Results system based on the guidelines and specifications of the California Department of Education, Child Development Division (CDE/CDD). The DRDP-SA[®] (2009) complete document is available on the CDE web site at www.cde.ca.gov and on the Desired Results Training and Technical Assistance web site at www.desiredresults.us.

©2009 by the California Department of Education, Child Development Division
All rights reserved. Permission to reproduce for instructional purposes only.

Desired Results Developmental Profile - School Age[®] (2009)
DRDP-SA[®] (2009)

Contents

I. Introduction.....page i

II. Backgroundpage ii

III. Overview.....page iii

IV. Information Page, Instructions, and Rating Recordpage iv

V. List of Measures Within Domains.....page viii

V. DRDP-SA[®] (2009).....Measures 1-13

I. Introduction

Welcome to the Desired Results (DR) system. This system was developed by the California Department of Education, Child Development Division (CDE/CDD), in collaboration with the CDE's Special Education Division (SED), to improve the quality of programs and services provided to all children, birth through 12 years of age, who are enrolled in early care and education programs or before- and after-school programs, and their families.

The DR system implemented by the CDE is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes and aligned the system to the state's learning foundations for early care and education programs and standards for K-12 education.

Desired Results are defined as conditions of well-being for children and their families, each defining an overall outcome. The DR system is based on the following six Desired Results – four for children and two for their families:

Desired Results for Children

DR 1: Children are personally and socially competent

DR 2: Children are effective learners

DR 3: Children show physical and motor competence

DR 4: Children are safe and healthy

Desired Results for Families

DR 5: Families support their child's learning and development

DR 6: Families achieve their goals.

II. Background

The Desired Results system is composed of several components. The assessment component and centerpiece of the DR system is the Desired Results Developmental Profile® (DRDP®). It is an observation-based assessment instrument for teachers to use to observe, document, and reflect on children's development and progress in an early care and education program or a before- and after-school program; to plan curriculum for individual children and groups of children; and to guide continuous program improvement.

The DR system includes three separate age-level DRDP® instruments that make up a comprehensive system for assessing the development of children from birth through 12 years of age. The age levels are: infant/toddler (birth to 36 months); preschool (three years to kindergarten entry); and school-age (kindergarten through 12 years). Each instrument links to and overlaps with the instrument coming before or after its age-level, and together the instruments support a continuous psychometric scale of measurement from birth through age 12. The development of the DRDP® instruments involved the participation of practitioners, program administrators, and experts from the fields of assessment, program evaluation, child development, special education, and K-12 education. Contributions were also made by experts in each of the content areas, as well as experts and practitioners for each of the following age groups: infant and toddler, preschool, and school-age. Extensive ongoing studies of the DRDP® assessment have been conducted over the years of instrument development and refinement. These studies have established the reliability and validity of the DRDP® instruments. Since the DR system is designed for all children, a universal design review was completed to ensure that descriptions of observable behaviors are inclusive of all children.

The DR system also includes a Parent Survey to assist programs to gather information from families about 1) their satisfaction with their child's program and how it supports the child's growth and development; and 2) their perceptions of the family's progress toward achieving the two DRs identified for families.

The DRDP® instruments and the Parent Survey are available at: <http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp> and <http://www.wested.org/desiredresults/training/index.htm>.

In California, early care and education programs also complete environmental rating scales and program self evaluations.

III. Overview

The instrument presented in this document is the DRDP-SA[®] (2009), which is for use with all children from kindergarten entry through 12 years enrolled in before- and after-school programs.

The DRDP[®] is an observation-based assessment tool that has been carefully designed to be used by teachers to:

- observe, document, and reflect upon children’s development and progress in the program;
- plan curriculum for each child and the group based on their growth, development, abilities, and interests;
- share children’s progress with their families;
- develop plans for improvement in program practices and policies;
- share information with program administrators and advisory committees; and
- support monitoring of program quality and provision of services by CDE.

The DRDP[®] shall be completed by the teacher for every child who is enrolled for 10 hours or more in an early care and education program within 60 days of enrollment, and at least once every 6 months thereafter. The assessment process shall be completed with input from parents. It is recommended that input also be included from other adults in the child’s life, such as other adults in the program who know the child. The teacher will use information from the assessment to monitor children’s progress in the program and to support curriculum planning for individual children and groups of children, and the teacher and administrator will use the information for continuous improvement of the program.

This instrument is designed to be used with all school-age children, including those receiving Special Education services. If a child has an Individualized Education Program (IEP), it is recommended that the assessment process be completed with input from the special education provider.* The teachers should observe and document the child’s progress in the same way it is done for all children.

*The special education service provider may be a special education teacher, speech therapist, occupational therapist, or other specialists providing services designated in the child’s IEP.

California Department of Education
Child Development Division
Desired Results Developmental Profile—School-Age® (2009)
DRDP-SA® (2009)
Kindergarten through age 12
Information Page

Child Information

1. Child's name _____
2. Child's classroom _____
3. Birth date (mm/dd/yyyy) _____
4. Initial date of enrollment(mm/dd/yyyy) _____
5. Does this child have an Individualized Education Program (IEP)?
 Yes No Don't know

Accommodations/modifications?

- Yes (describe) _____
 No
 Don't know

Observer Information

6. Agency/site name _____
7. Your name _____
8. Title _____
9. Did another adult assist you with assessing this child?
 Yes (role/relation): _____
 No

For the following questions, check all that apply:

- | | English | Spanish | Other (specify): |
|---|--------------------------|--------------------------|------------------|
| 10. Child's home language(s)? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 11. What language(s) do you speak with this child? | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| 12. If you do not speak the child's home language, did anyone assist you who does speak it?
<input type="checkbox"/> Yes (role/relation): _____
<input type="checkbox"/> No | | | |

Additional Comments:

Instructions for the DRDP-SA[®] (2009) information page and instrument

Instructions for Observers

Use this observational rating tool with school-age children from Kindergarten through 12 years old.

- You should be the teacher who most frequently interacts with the child.
- Complete the Information Page before you begin your observations.
- Complete the DRDP using daily summaries, anecdotal records, notes from your recent observations, samples of work, and input from parents and other adults who know the child.
- Complete the DRDP within 60 calendar days of enrollment and every 6 months thereafter.
- Complete the DRDP for every child who attends the program for 10 hours or more each week.

Completing the Information Page

Instructions for Completing Child Information

1. Write the child's first and last name.
2. Write the name of the child's classroom.
3. Write the child's birth date as mm/dd/yyyy (use this date format throughout).
4. Write the date that the child was first enrolled in the program. If there are multiple dates, write the earliest one.
5. Indicate if the child has an Individualized Education Program (IEP). Mark "Don't know" if the child's status is still being assessed or if you cannot answer this question.
If the child has an IEP, identify whether accommodation/modifications have been made. Mark "Don't know" if you do not know.

Instructions for Completing Observer Information

1. Write the full name of your agency.
2. Write your full name.
3. Write your job title (e.g., associate teacher, lead teacher, or master teacher).
4. If you received help in completing this DRDP from another staff member, family member, or other adult that interacts with the child, check "Yes" and indicate the relation of that adult to the child.
5. Specify what languages are regularly spoken in this child's home.
6. Specify what languages you use when speaking with this child.
7. If you do not speak the child's home language, indicate the people who assisted you who do speak the child's home language.

Instructions for Completing the DRDP Instrument Pages

1. For each of the 13 measures, fill in or check the bubble that corresponds to the **highest developmental level** the child has mastered. Consider the information from the descriptors and examples to determine the child's mastery level.
 - The **descriptors** define the behaviors expected for each level.
 - The **examples** provide a sample of possible behaviors you might observe for each level.
 - A level is **MASTERED** if the child typically demonstrates the behaviors in that level's descriptor. Behaviors are considered typical if the child demonstrates them:
 - Easily and confidently
 - Consistently over time
 - In different settings

Instructions for Completing the DRDP Instrument Pages *(continued)*

Note: A child may occasionally demonstrate behaviors at an earlier or later developmental level, but mainly will demonstrate behaviors representative of one level. Please keep in mind that the developmental levels provided for each measure in the DRDP-SA[®] (2009) instrument are designed to span the range of development from Kindergarten through twelve years of age. The proper use of this instrument depends upon observers taking care, especially with younger children, to rate only at the level actually mastered.

- If a child has not mastered the first developmental level on a measure, mark the 'Not yet at first level' bubble below the first descriptor.
2. You may use the space at the bottom of the page to write your evidence for the rating you gave and provide references to other documentation.
 - **Write about what you observed** the child doing that demonstrated mastery at the level you marked.
 - Include any **references to your notes and records** for this child; notes made by others, such as parents or other caregivers; the child's portfolio; or another developmental assessment.
 3. If the child is emerging to the next level, please indicate this by marking the "Yes" bubble provided at step #3 at the lower right of the page. Use the bottom section of the page to document any evidence of emerging behaviors.
 - A child may be **EMERGING** to the next level by showing behaviors from the next developmental level, but that are not yet typical or consistent.
Note: If the child is rated at the highest developmental level, you cannot rate the child as emerging to the next level.
 4. In the rare circumstances that you find yourself unable to rate a measure, use the space at the bottom section of the page to describe in detail why you were not able to rate the measure.

Child: _____ Observer: _____ Site: _____ Agency: _____

Record the child's level of mastery by marking (x) the level** for each measure. Mark Emerging* if a child is emerging to the next level. Mark if you are unable to rate a measure. ***A child may be emerging to the next level by showing behaviors from the next developmental level, but without those behaviors yet being consistent or typical.**

SA Measure	DOMAIN: Self and Social Development (SSD)	Not yet at first level	Developmental Level**					Emerging*	Unable to rate
			Developing	Understanding	Integrating	Expanding	Connecting		
1	SSD1: Identity of self and connection to others								
2	SSD2: Self-esteem								
3	SSD3: Empathy								
4	SSD4: Impulse control								
5	SSD5: Follows rules								
6	SSD6: Awareness of diversity								
7	SSD7: Interactions with adults								
8	SSD8: Friendship								
9	SSD9: Conflict negotiation								

SA Measure	DOMAIN: Health and Safety (HS)	Not yet at first level	Developmental Level**					Emerging*	Unable to rate
			Developing	Understanding	Integrating	Expanding	Connecting		
10	HS1: Safety								
11	HS2: Understanding healthy lifestyle								
12	HS3: Personal care routines								
13	HS4: Exercise and fitness								

List of measures within domains

Domain	Measure	
Self and Social Development (SSD)	1	SSD1: Identity of self and connection to others
	2	SSD2: Self-esteem
	3	SSD3: Empathy
	4	SSD4: Impulse control
	5	SSD5: Follows rules
	6	SSD6: Awareness of diversity: appreciation of differences and similarities
	7	SSD7: Interactions with adults
	8	SSD8: Friendship
	9	SSD9: Conflict negotiation
Health and Safety (HS)	10	HS1: Safety
	11	HS2: Understanding healthy lifestyle
	12	HS3: Personal care routines
	13	HS4: Exercise and fitness

► **Measure 1: Identity of self and connection to others**

Definition: Child shows increasing awareness or understanding of self and his or her connection to others

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing <input type="radio"/></p> <p>Accurately describes self in terms of physical characteristics, preferences and things he or she can do</p>	<p>Understanding <input type="radio"/></p> <p>Describes physical characteristics, preferences and things he or she can do in relation to another person</p>	<p>Integrating <input type="radio"/></p> <p>Describes self in terms of roles within one or more groups of people he or she knows</p>	<p>Expanding <input type="radio"/></p> <p>Describes self in terms of a role in a community that includes people he or she may not know (the whole school, the town where he or she lives)</p>	<p>Connecting <input type="radio"/></p> <p>Describes self in terms of roles he/she may have in the future</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ "I know how to play checkers but not chess." ▶ "I like this game, it's my favorite." ▶ "I can swim in the shallow end, but not the deep end." ▶ Draws picture of herself, showing her doing things she really does, or with her favorite things. ▶ "I use a wheelchair." 	<ul style="list-style-type: none"> ▶ "I can run faster than Tommy, but he can throw the ball farther." ▶ "I am as tall as you are." ▶ "I like cheese crackers but my brother likes the peanut butter ones." ▶ "I'm right-handed and she's left-handed." ▶ "I'm older than you are." 	<ul style="list-style-type: none"> ▶ "We're making a city. I make the houses, and Tina digs the rivers and makes roads." ▶ "I'm the singer in the band, and he plays the guitar and keyboard." ▶ "I'm the one in my family who sets the table for dinner." 	<ul style="list-style-type: none"> ▶ "At school, I'm in charge of bringing attendance sheets to the main office." ▶ "Last year I helped in a fundraiser—I asked people to give food for the bake sale." ▶ "It's my job to find places to volunteer for a service learning project." ▶ "I'm a "Peacemaker" at school, that means I help other children solve their problems." ▶ "I'm a study buddy to younger children." 	<ul style="list-style-type: none"> ▶ "I think I'd make a good coach because I'm a good athlete and I can come up with good plays." ▶ "I like helping children with their math homework; that's why I want to be a teacher." ▶ "I'd like to be a nurse because I like to help people, especially when they are sick."

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.

Identity of self and connection to others

► **Measure 2: Self-esteem**

Definition: Child makes positive judgments about self and his/her own abilities in increasingly broad contexts

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing <input type="radio"/></p> <p>Makes positive judgments about personal characteristics, skills, or behavior</p>	<p>Understanding <input type="radio"/></p> <p>Makes positive judgments about personal characteristics, skills, or behavior in relation to someone else</p>	<p>Integrating <input type="radio"/></p> <p>Makes positive judgments about self related to others in his or her group; describes personal role within group</p>	<p>Expanding <input type="radio"/></p> <p>Makes positive judgments about self related to others in his or her community including people he or she may not know (the whole school, the town where he or she lives)</p>	<p>Connecting <input type="radio"/></p> <p>Makes positive judgments about self based on how he or she has done in the past and may do in the future</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ "I am good at drawing animals." ▶ Smiles proudly at picture or art project she has made. ▶ "I can run really fast!" 	<ul style="list-style-type: none"> ▶ "I'm really good at handball—I can even beat Jose some of the time." ▶ "I'm glad that I was chosen for a big role in the play." 	<ul style="list-style-type: none"> ▶ "I help other children in my class with their math homework because I'm good at math." ▶ "Whenever we play soccer, I'm the goal-keeper because I'm not afraid of the ball." ▶ "My friends like me because I don't tell their secrets." 	<ul style="list-style-type: none"> ▶ "I helped my school's recycling program by making signs and putting them on trash cans." ▶ "I've helped other families by working on the food drive." ▶ "I like helping people in my community. I help every week in my school's library." ▶ "I play soccer in the 'rec' league and I'm a pretty good goalie." ▶ "Our band got second place in the state competition!" 	<ul style="list-style-type: none"> ▶ "I will do well in college because I study a lot." ▶ "I could go to the Olympics. I practice every day." ▶ "I could be a translator because I speak English and Spanish/Chinese [my home language] well."

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.

Self-esteem

► **Measure 3: Empathy**

Definition: Child shows increasing awareness of others’ feelings and experiences and responds appropriately through words or actions

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing <input type="radio"/></p> <p>Demonstrates awareness of own feelings</p>	<p>Understanding <input type="radio"/></p> <p>Shows awareness of feelings of others with appropriate words or actions</p>	<p>Integrating <input type="radio"/></p> <p>Shows understanding of how someone else might feel in a certain hypothetical situation</p>	<p>Expanding <input type="radio"/></p> <p>Shows understanding of feelings and experiences through words or actions for groups of people who live in his or her community (may not know them)</p>	<p>Connecting <input type="radio"/></p> <p>Shows understanding of feelings and experiences through words or actions for groups of people beyond his or her immediate community</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ “I feel really happy (sad, calm, thankful).” ▶ “I’m excited about our trip to the tide pools.” ▶ Draws picture to show how he feels. 	<ul style="list-style-type: none"> ▶ “She’s happy because her grandma is coming to visit.” ▶ “My mom was really surprised and happy when we brought her breakfast in bed.” ▶ Offers assistance to friend who is hurt, such as giving a Band-Aid or asking, “Do you need a Band-Aid?” ▶ Points out a picture in a book and accurately identifies a feeling to match the facial expression (happy, mad, sad). 	<ul style="list-style-type: none"> ▶ Says her sister must be getting excited because her birthday is coming up. ▶ “My mom would be so proud if I won this contest.” ▶ “Mark will feel so good if he finishes his model plane [because he’s been working so hard on it.]” ▶ “Sarah will be disappointed if she doesn’t place in the top 10, because she has been practicing so much.” 	<ul style="list-style-type: none"> ▶ “I’m doing the walk-a-thon for the [local] children’s hospital to raise money for sick children.” ▶ Helps collect clothes/toys/food for a family whose house burned down near the school. ▶ “I feel sad for the children on the school team because we lost the tournament.” 	<ul style="list-style-type: none"> ▶ “I worry about children who don’t have enough to eat.” ▶ “I heard on the news that a girl is missing. Her parents must be worried.” ▶ Writes a letter to a child who is sick in another state or country. ▶ “I can’t even believe how hard it would be to lose everything I have in a flood.” ▶ “It would be hard to have to switch schools because you lost your home.”

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.

Empathy

► **Measure 4: Impulse control**

Definition: Child shows ability to regulate responses to internal and external stimuli in increasingly broad settings

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing <input type="radio"/></p> <p>Responds to adult reminder or direction to control inappropriate impulses</p>	<p>Understanding <input type="radio"/></p> <p>Applies known rules to manage frustrating situations</p>	<p>Integrating <input type="radio"/></p> <p>Controls impulses independently, understanding the other person’s point of view</p>	<p>Expanding <input type="radio"/></p> <p>Controls impulses based on what is right or fair for his or her immediate group</p>	<p>Connecting <input type="radio"/></p> <p>Controls impulses based on the needs of the greater community (people the child does not know)</p>
<p>Examples</p> <ul style="list-style-type: none"> ► Expresses her anger or frustration by using words instead of hitting or throwing toys when reminded by staff. ► During circle time, if reminded to raise hand, child does so rather than calling out to make comment or answer a question. ► Takes a toy from another child without asking, but waits for turn when reminded to. 	<ul style="list-style-type: none"> ► Raises hand and waits to be called on to make a comment or ask a question. ► When frustrated by the actions of another, refrains from hitting and instead seeks help from an adult. ► While waiting for a turn on the computer or in a game, chooses another acceptable activity to do (alternate activity may be suggested by staff). 	<ul style="list-style-type: none"> ► While waiting for a staff person, sits down to draw, read, or play something without being directed to. ► Suggests a reasonable compromise between what he wants to do and what peer wants to do. ► Indicates he will complete his homework before going out to play, because his parents requested it. 	<ul style="list-style-type: none"> ► Refrains from participating in a group that is teasing or bullying (because it’s not ‘fair’ or ‘nice’). ► Waits until it is her turn. When asked why, might reply “because they were here first [and it’s only fair].” ► Without prompting, child agrees to participate in a game of softball, even though she/he ‘voted for’ soccer, because she accepts ‘majority rules’ [as what is most fair]. ► Resists peer pressure, instead choosing to do what is ‘right’ or ‘fair.’ 	<ul style="list-style-type: none"> ► Turns in found items to lost and found (instead of keeping them for herself). ► Returns money when he receives too much change back. ► Shows respect for others in the community (doesn’t litter, doesn’t damage property).

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level .

4. If you are unable to rate this measure, explain why.

Impulse control

► **Measure 5: Follows rules**

Definition: Child shows ability to follow rules in increasingly broad settings and understands the purpose of having rules

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing</p> <p><input type="radio"/></p> <p>Follows most program rules, but often needs to be reminded</p>	<p>Understanding</p> <p><input type="radio"/></p> <p>Follows most rules and understands reasons for rules, even if he or she doesn't always follow them</p>	<p>Integrating</p> <p><input type="radio"/></p> <p>Follows rules without reminders, even if he or she doesn't want to, and expects others to do the same</p>	<p>Expanding</p> <p><input type="radio"/></p> <p>Knows and understands rules of the familiar group, and suggests ways to improve them so that they are fair for everyone in the group</p>	<p>Connecting</p> <p><input type="radio"/></p> <p>Knows and understands rules for the broader community, and suggests ways to improve them so that they are fair for everyone in the community</p>
<p>Examples</p> <ul style="list-style-type: none"> ► Attempts to play with toys at inappropriate times, until reminded not to by staff. ► Tries to take an extra turn, but conforms to game rules when reminded by an adult. 	<ul style="list-style-type: none"> ► Follows rules when suggested by peers or teachers, "You have to go to the end of the line because you're out." ► Reminds others to "follow the rules." 	<ul style="list-style-type: none"> ► Sits out willingly when it's no longer his turn. ► Expresses disappointment or disapproval when others do not follow the rules. ► Puts name on list to use the computer and waits turn; tells other child who is trying to use it out of turn to "put your name on the list." ► Readily goes to the back of the line when 'out' or sits out when it's no longer his turn. 	<ul style="list-style-type: none"> ► Suggests that children pick names out of a hat to decide teams because it's 'only fair' and everyone gets a chance at the best players. ► Suggests that game rules be changed to include more people. ► Suggests that it's 'OK' to change rules if it's 'for a good reason.' ► Suggests a rotating schedule/sign-up sheet for using the computer so everyone gets a turn. 	<ul style="list-style-type: none"> ► Suggests that older children wait until 3:30 before using the playground so that younger children can access play structures by themselves. ► Suggests changing the rules for dropping off children so it will be safer. ► Suggests that children who are traffic guards should be allowed an extra five minutes before being marked late.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.

Follows rules

▶ Measure 6: Awareness of diversity: appreciation of differences and similarities

Definition: Children show awareness, acceptance, understanding, and appreciation of others’ special needs, genders, family structures, ethnicities, cultures, and languages

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing <input type="radio"/></p> <p>Identifies physical differences and similarities between self and others</p>	<p>Understanding <input type="radio"/></p> <p>Expresses awareness of nonphysical differences and similarities between self and others, such as those related to culture, language, family structure, or religion</p>	<p>Integrating <input type="radio"/></p> <p>Makes accommodations for others in the group who are different from him or her</p>	<p>Expanding <input type="radio"/></p> <p>Takes action that shows interest in, and appreciation for, the similarities and differences of people in his or her community (may not know them)</p>	<p>Connecting <input type="radio"/></p> <p>Shows interest in promoting social justice for people beyond his/her community</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ “Her arms are stronger than mine.” ▶ Finds pictures in magazines of people that look the same as and different from herself. ▶ “He and I both wear glasses.” 	<ul style="list-style-type: none"> ▶ “He lives with his grandma and cousins, and I live with my mom.” ▶ “We should make sure that we choose food for the party that everyone can eat.” ▶ “We both speak English but Jose speaks Spanish, too.” ▶ “My friend didn’t come to school because he is having a special celebration at home.” 	<ul style="list-style-type: none"> ▶ Helps a child in a wheelchair get something off a high shelf. ▶ Suggests new rules for a game to include a child with a disability. ▶ “We should write a sign saying ‘hello’ in different languages, so everybody will feel welcomed.” ▶ Encourages peers to include children who are different. ▶ Ensures that children who are learning English understand the rules before starting a game. 	<ul style="list-style-type: none"> ▶ Writes a story about the meaning of Martin Luther King Day. ▶ Attempts to learn basic vocabulary from a new language. ▶ “Let’s print the flyers in different languages so everyone’s parents can read them.” ▶ Voluntarily helps to research and plan a field trip to visit different places of worship in his community. ▶ Volunteers to participate in organizing a multicultural event (school potluck, variety show, music night, recipe book). 	<ul style="list-style-type: none"> ▶ Discusses the similarities and differences of women’s rights in other countries. ▶ Discusses human rights and talks about ways to protect them. ▶ Talks about how people shouldn’t buy clothes made using child labor.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level .

4. If you are unable to rate this measure, explain why.

► **Measure 7: Interactions with adults**

Definition: Child develops positive relationships with increasingly larger groups of adults and acknowledges adult’s perspective, while expressing clear sense of own self

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p style="text-align: center;">Developing <input type="radio"/></p> <p>Seeks out one or two trusted adults for guidance or companionship in daily activities</p>	<p style="text-align: center;">Understanding <input type="radio"/></p> <p>Interacts with a wider variety of adults, displaying increasing independence but still relying on them for guidance or reassurance</p>	<p style="text-align: center;">Integrating <input type="radio"/></p> <p>Listens to and considers adult’s perspective, while expressing and defending own ideas</p>	<p style="text-align: center;">Expanding <input type="radio"/></p> <p>Expresses clear sense of self as separate from adults in community (teachers, staff, parents, police officer, mayor), but acknowledges adult’s perspective</p>	<p style="text-align: center;">Connecting <input type="radio"/></p> <p>Expresses clear sense of self as different from adults outside of their community, in the nation/world, but acknowledges adult’s perspective</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Looks to trusted adults to determine daily schedule/activities, or needs adults to suggest or initiate reasonable activities. ▶ Notices when particular adult isn’t present. ▶ Seeks out favorite adult to sit next to during group activities. 	<ul style="list-style-type: none"> ▶ Initiates activities independent of adults but within adults’ guidelines (starts an activity but needs help maintaining it). ▶ Comes back from independent play to report what she is doing. ▶ Seeks recognition for a drawing or other accomplishment. ▶ Asks for reassurance while playing a game—<i>“Is this a good move?”</i> 	<ul style="list-style-type: none"> ▶ Acknowledges rules of adult, but states what she would like to be different—<i>“If I were in charge, I’d make a rule that…”</i> ▶ <i>“Can we have snack before we do homework because we had an early lunch at school today?”</i> ▶ Helps point out strong points of other players to coach. ▶ Converses with adults about an idea or perspective, both giving own perspective and listening to adults. 	<ul style="list-style-type: none"> ▶ <i>“If I get elected to the student council, I’m going to tell the teachers that children need more recess.”</i> ▶ <i>“Most parents think we should go to bed by nine o’clock, but I think children should go to bed when they are tired.”</i> ▶ <i>“They want to close the school because there aren’t enough children in the area, but I think they should leave it open because this is the school some children are used to.”</i> ▶ <i>“If I were in charge, I’d have a skateboard ramp in every park, but they think that children will get hurt.”</i> 	<ul style="list-style-type: none"> ▶ <i>“I know adults have to drive to work, but they should think about carpooling to help the environment.”</i> ▶ <i>“I know it would be hard, but if I were the president, I would make sure there was a park in every neighborhood.”</i> ▶ Writes a car company asking them to make safer, more energy efficient cars.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level .

4. If you are unable to rate this measure, explain why.

Interactions with adults

► **Measure 8: Friendship**

Definition: Child develops one or more close relationships with peers and extends concept of friendship beyond his/her community

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing <input type="radio"/></p> <p>Plays with other known children, focusing on own needs and making limited compromises with playmates</p>	<p>Understanding <input type="radio"/></p> <p>Listens to and considers the needs and interests of a friend when they are expressed</p>	<p>Integrating <input type="radio"/></p> <p>On his or her own, considers and acknowledges the perspectives of one or more close friends</p>	<p>Expanding <input type="radio"/></p> <p>Considers the needs and interests of a group of friends and seeks ways to balance those with own interests and needs</p>	<p>Connecting <input type="radio"/></p> <p>Demonstrates concern and caring for children outside his or her community</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Agrees to play 'pirates' but only if playmate agrees to go outside. ▶ Continues to play with playmate even if unsuccessful in coaxing other child into playing his or her way. ▶ Tries to coax playmate into playing 'his' way. ▶ Persists in playing one way despite requests from playmate to play another way. 	<ul style="list-style-type: none"> ▶ Asks friend what he wants to do—<i>"Do you want to play inside or outside?"</i> ▶ <i>"I'll pick a game we play, then you pick one."</i> 	<ul style="list-style-type: none"> ▶ Soothes a friend who lost a game, or got 'out.' ▶ <i>"I know you like hopscotch, so we can play that first."</i> ▶ Acknowledges and respects a friend's opinion even if it is different from his own. ▶ <i>"I know you like that book, but I don't think it was good."</i> ▶ Asks if a friend knows how to play a game. If he says no, suggests another game. 	<ul style="list-style-type: none"> ▶ Agrees to watch a movie that isn't his first choice because his friends are watching it. ▶ Compromises on game rules when necessary to keep a game moving. ▶ Expresses unwavering support for the team, school, or candidate that his friends or parents support. 	<ul style="list-style-type: none"> ▶ Collects food or supplies to aid children affected by natural disasters. ▶ Writes letters or shows interest in children in different parts of the country or world. ▶ Sends cards to a children's hospital. ▶ Exchanges e-mails with or reads blogs from children who live in other cities.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.

Friendship

► **Measure 9: Conflict negotiation**

Definition: Child resolves conflicts by proposing solutions that consider the needs of others and extends concept of negotiation beyond his/herself/community

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing <input type="radio"/></p> <p>During a conflict with another child, expresses own needs and desires</p>	<p>Understanding <input type="radio"/></p> <p>During a conflict, listens to desires of another child and suggests or accepts a mutually agreeable solution</p>	<p>Integrating <input type="radio"/></p> <p>Resolves conflicts by proposing solutions that address the desires or rights of everyone in the group</p>	<p>Expanding <input type="radio"/></p> <p>Proposes solutions to conflicts that address the desires or rights of everyone in the community (even those who are not known personally)</p>	<p>Connecting <input type="radio"/></p> <p>Proposes solutions to conflicts that address the desires or rights of people beyond his or her community</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ "I want to play with this now." ▶ "I got to the swings first, so I get to go first." ▶ Uses nonverbal communication, such as pointing or gesturing, to show the toy she wants to play with. 	<ul style="list-style-type: none"> ▶ "If you give me a turn, I'll give it right back to you." ▶ "His dad is picking him up in ten minutes, so he should go first." ▶ When playing with dolls, shares the clothing. ▶ Accepts caregiver's suggestion, "Let's do rock, paper, scissors." 	<ul style="list-style-type: none"> ▶ "Let's vote on this, but when Susana gets back she gets to vote too." ▶ "We need to save some for David because he's out sick today, but he worked for this too." ▶ When playing basketball game of HORSE with younger children, gives them two tries per turn instead of one. ▶ "My friend is out sick today—can we wait until tomorrow to pick parts for the play so she doesn't miss out?" 	<ul style="list-style-type: none"> ▶ "If they don't want us skateboarding on the stairs because it isn't safe, they could build a skate park." ▶ "I think children who are caught doing graffiti should have to clean up all the walls in the neighborhood." ▶ Child is part of safety patrol. 	<ul style="list-style-type: none"> ▶ "If two contestants on a reality show do very well, they should split the prize. It's not fair that one gets second place and doesn't win anything." ▶ "If someone finds a winning lottery ticket that someone else lost, then the person that bought it should get the prize." ▶ Takes action to speak out against injustice (writes a letter, signs a petition). ▶ Participates in a discussion to brainstorm ideas about how to reduce violence in the world.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.

Conflict negotiation

► **Measure 10: Safety**

Definition: Child shows increasing independence in following rules for personal safety

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing</p> <p><input type="radio"/></p> <p>Follows safety rules only when reminded</p>	<p>Understanding</p> <p><input type="radio"/></p> <p>Follows safety rules sometimes or with few reminders or little encouragement</p>	<p>Integrating</p> <p><input type="radio"/></p> <p>Follows safety rules independently and on a regular basis</p>	<p>Expanding</p> <p><input type="radio"/></p> <p>Participates in establishing rules and procedures that are safe for specific activities</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ When reminded, follows rule for safely entering the room one at a time, instead of rushing and pushing through the door. ▶ When reminded, keeps gate to playground closed. ▶ When reminded, asks for assistance to retrieve something from a high or dangerous place (a ball that is on the roof). 	<ul style="list-style-type: none"> ▶ Observes some safety boundaries, such as not walking in front of and behind someone swinging a bat, but may need reminders. ▶ Uses caution when jumping off of equipment sometimes, but not always. ▶ Handles scissors safely (when using or carrying), but may need reminders. 	<ul style="list-style-type: none"> ▶ Independently looks both ways before crossing the street. ▶ Consistently carries scissors pointing down while walking. ▶ Regularly uses caution when walking in front of moving swings or slide that others are using. ▶ Stops a throwing game when someone walks through the game (to avoid hitting them). 	<ul style="list-style-type: none"> ▶ Initiates procedures for safety, such as drawing 'boundaries' for a game of jump-rope so people who are passing by won't get hurt. ▶ Reminds other children of safety rules. ▶ Identifies potential safety problems—<i>"Let's store the heaviest blocks on the lowest shelves so they won't fall on anyone."</i> ▶ <i>"Let's move the reading center away from the door, so people don't get hit when it's opened."</i>

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.

► **Measure 11: Understanding healthy lifestyle**

Definition: Child shows increasing independence in making healthy lifestyle choices

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing</p> <p><input type="radio"/></p> <p>Makes healthy choices when reminded or encouraged</p>	<p>Understanding</p> <p><input type="radio"/></p> <p>Makes healthy choices with few reminders or little encouragement</p>	<p>Integrating</p> <p><input type="radio"/></p> <p>Makes healthy choices independently and on a regular basis</p>	<p>Expanding</p> <p><input type="radio"/></p> <p>Encourages others to make healthy choices</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Eats fruit for snack when provided. ▶ Wears hat on a sunny day when reminded. ▶ Follows suggestion to clean up art project early to be ready when parent arrives for pick-up. 	<ul style="list-style-type: none"> ▶ When allowed to make choices, sometimes, but not always, chooses healthy food. ▶ Needs few reminders to plan ahead. ▶ With little encouragement, agrees to put on sunscreen when playing outside on a sunny day. 	<ul style="list-style-type: none"> ▶ When allowed to make choices, regularly chooses healthy food, such as fruits or vegetables. ▶ Sets own schedule to complete work, avoiding last-minute rush. ▶ Resists peer pressure to make unhealthy choices. ▶ Independently chooses to avoid intense physical activity when sick or tired. 	<ul style="list-style-type: none"> ▶ Debates benefit of alternatives to candy and soft drinks on-site. ▶ Brainstorms with peers how to get school work done early to reduce stress in their lives. ▶ Engages in discussion about resisting negative peer pressure. ▶ Makes posters for program about healthy lifestyle choices. ▶ Discusses the benefits of making food choices using the food pyramid.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.

Understanding healthy lifestyle

► **Measure 12: Personal care routines**

Definition: Child shows increasing independence in following personal care routines

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing</p> <p><input type="radio"/></p> <p>Follows rules of good personal care only when reminded</p>	<p>Understanding</p> <p><input type="radio"/></p> <p>Follows rules of good personal care with few reminders or little encouragement</p>	<p>Integrating</p> <p><input type="radio"/></p> <p>Independently practices good personal care on a regular basis</p>	<p>Expanding</p> <p><input type="radio"/></p> <p>Encourages good personal care among others</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Follows rules or routines to wash hands before or after eating only when reminded by staff. ▶ Covers mouth when coughing only when reminded by staff. ▶ Ties or closes shoes when reminded. ▶ When reminded, puts on warm clothes before going out in cold. 	<ul style="list-style-type: none"> ▶ When given the choice, practices personal hygiene in some situations or some of the time (sometimes covers mouth when coughing; remembers to wash hands after using the bathroom, but may forget to wash before eating). ▶ Sometimes remembers to use tissues when needed, but sometimes needs reminder. ▶ Sometimes remembers to dress warmly before going out in cold, but sometimes needs reminders. 	<ul style="list-style-type: none"> ▶ Washes hands before eating and after using the toilet without being asked or reminded. ▶ Independently uses tissues when needed. ▶ Covers mouth when coughing without being reminded. ▶ Dresses warmly before going out in cold weather. ▶ Independently keeps shoes tied or fastened. 	<ul style="list-style-type: none"> ▶ Helps younger child wash hands thoroughly. ▶ Tells another to use soap when washing hands. ▶ Reminds others to cover mouth when coughing or use tissue when needed. ▶ Suggests to friend to get her raincoat because it is raining out. ▶ Notices and points out a friend's shoe is untied during a running game.

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.

► **Measure 13: Exercise and fitness**

Definition: Child shows increasing independence in participating in exercise and fitness activities

1. Mark the highest developmental level the child has mastered.

Not yet at first level

<p>Developing</p> <p><input type="radio"/></p> <p>Participates in active physical activity only when strongly encouraged</p>	<p>Understanding</p> <p><input type="radio"/></p> <p>Participates in active physical activity with some reminders or little encouragement</p>	<p>Integrating</p> <p><input type="radio"/></p> <p>Participates in active physical activity independently and on a regular basis</p>	<p>Expanding</p> <p><input type="radio"/></p> <p>Encourages others to engage in regular physical activity</p>
<p>Examples</p> <ul style="list-style-type: none"> ▶ Participates in basketball or soccer game only when encouraged by another child. ▶ Participates in adult-guided physical activities, such as a hike or nature walk, with encouragement. 	<ul style="list-style-type: none"> ▶ Sometimes chooses to play outside, but occasionally needs a reminder. ▶ Sometimes chooses to participate in organized physical activities, such as a dance or drill team. 	<ul style="list-style-type: none"> ▶ Independently chooses to play an outside sport game during free choice time. ▶ Regularly participates in a variety of physical activities, such as a dance or drill team. 	<ul style="list-style-type: none"> ▶ Proposes formation of after-school soccer team. ▶ Designs poster about benefits of regular exercise. ▶ Helps organize physically active game. ▶ <i>“Let’s play soccer outside instead of sitting in front of the computer.”</i>

2. Record evidence for this rating here. (Use back for more space.)

3. Mark here if child is emerging to the next level.

4. If you are unable to rate this measure, explain why.