

Birth to Age Six

# COR ADVANTAGE

*Scoring Guide*



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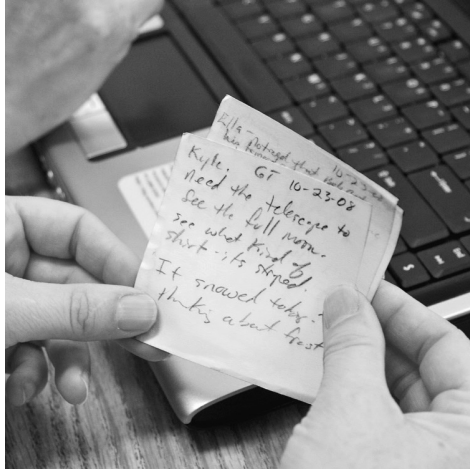
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## INTRODUCTION

**COR Advantage** assesses early childhood development from infancy through kindergarten in eight content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy, and Communication; Mathematics; Creative Arts; Science and Technology; and Social Studies. A ninth area, English Language Learning, can also be used when appropriate (that is, with children whose first language is other than English). Each content area comprises items that address key concepts in early learning, for a total of 34 items plus the 2 items for English language learners. Based on objective anecdotal notes about the child, recorded over time by an observer (such as a teacher, caregiver, parent, or researcher), each COR Advantage item is scored using an eight-level scale ranging from 0 (lowest) to 7 (highest). To help observers score COR Advantage reliably and validly, notes are provided for each area, item, and level, along with two anecdotal examples for each level.





## APPROACHES TO LEARNING

Approaches to learning looks at *how* children acquire knowledge and skills. It includes the set of skills sometimes referred to as “critical thinking” or “executive function.” Having a positive attitude toward learning is essential for children to engage with school and succeed in life as adults. From infancy through the early elementary grades, children approach learning in different ways. They bring unique temperaments, habits, and preferences to how they explore, discover, and draw conclusions about the world and the people in it.



## A

# Initiative and planning

Children from birth show their eagerness to learn by choosing to participate in activities that they find interesting and personally meaningful. As active learners, they make choices, decisions, and plans with increasing intentionality and purpose. As children develop, their plans become more complex, taking several days to complete.

### LEVEL 0

#### Child turns toward or away from an object or person.

The child turns his or her head, or whole body, toward something of interest (such as a person, object, or sound) or away from something to avoid it (such as a rush of air or too-bright light).

- 10/22 During feeding, Ursula (a caregiver) gave Mikko his bottle. When the bottle was half empty, Mikko turned his head away from it.
- 5/9 When Alissa was lying on her back on the floor, she turned her head toward Marian (her caregiver) when Marian spoke.

### LEVEL 1

#### Child moves with persistence until reaching a desired object or person.

The child moves toward his or her choice. The child moves in whatever way he or she is capable toward the object or person of interest. To be scored at this level, the child must persevere until making contact with what he or she is trying to reach.

- 8/7 Robert scooted to Kathy (a caregiver), grabbed her pant leg, looked up at her, and smiled.
- 12/4 Anna crawled under the table, picked up the ball, and crawled back out, clutching it.

### LEVEL 2

#### Child indicates an intention with one or two words.

The child expresses a simple intention with a word or two, such as naming an object (“Ball”) or desire (“Climb up!”). The child may state the intention or choose between options, for example, play with the block or squeeze toy. [Note: This can happen at any time during the day (not just during planning time).]

- 8/24 Outside, Landon said excitedly “Run!” and ran up the small hill.
- 2/17 At group time, Melissa (a caregiver) asked Sara what song she would like to sing. “Fall down,” Sara replied (to indicate she wanted to sing “Ring Around the Rosie”).

### LEVEL 3

#### Child expresses a plan with a simple sentence and follows through.

The child expresses a plan using a sentence to say where he or she wants to go, what he or she wants to do, or whom he or she wants to play with, and then begins to do it. [Note: This can happen at any time during the day (not just during planning time).]

- 3/19 At planning time, Jacob said, “I’m going to make a birthday cake.” He did.
- 4/28 Outside Kara said, “I want to swing on the swing” and she did.

**LEVEL 4****Child makes and follows through on two or more unrelated plans.**

The child expresses two or more plans that are independent of one another (if it is one plan that involves three or more steps, score the child at level 3). The child then carries out each of the plans as he or she intended.

- 2/4 At planning time, Anna said, “I’m going to play the music game on the computer, put together the big bus puzzle, and paint a picture for my uncle.” She did all three things.
- 11/7 At arrival time, Gabriel said, “Today I’m going to build a spaceship with the magnetic blocks and make a fort with Dylan.” Gabriel did both plans.

**LEVEL 5****Child stays with his or her plan for a substantial part (at least 20 minutes) of work time (choice time, free play time).**

The child spends at least 20 minutes carrying out and/or elaborating on his or her initial plan. The child may carry materials from one area to another or shift the location of the activity to better carry out his or her ideas. The plan may change or evolve to include the ideas of other children. [Note: Indicate approximate length of time the child spends in the activity.]

- 3/4 In the middle of work time, Olivia said, “I think I want to make a vehicle now,” and went to the block area to start building it. As other children joined her, the vehicle became a bus, and Olivia and the other children pretended to ride it to the library. The play lasted 30 minutes.
- 9/26 At choice time, after planning to make a card for his grandmother with markers and paper, Blake went to the art area, folded a piece of paper in half, drew a rainbow on the front with markers, and wrote “BLAKE” on the inside. He punched holes all around the outside, rolled up the card, and put it in his cubby. He did this for about 20 minutes.

**LEVEL 6****Child plans and follows through on a project that takes more than two days to complete.**

The child makes a plan elaborate enough to require more than two days to complete. In subsequent days, he or she builds on and extends the work that preceded it, until the final goal or outcome is reached. At this level, a project differs from a simple plan based on a continuing interest. For example, a child who loves Legos and plans to use them daily should not be scored at this level.

- 10/3 For free time, Sharifa planned to make a birdhouse. She glued pieces of wood together on the first day. The next day, she painted it red and blue. On the third day, she used a marker to add “windows” and said, “Now it’s done. I’m giving it to my grandpa. He has birdseed.”
- 9/6 Outside, Emily, Tal, and Christian dug troughs in the sand. When they discovered that the water they added stayed in the troughs, they decided to build “canals” in the sandy soil from the corner of the playground to the school building. Over the course of a week, they used different-sized tubs as scoops to make canals of different widths, used tube-like containers for tunnels, and continued building on their existing structure. They wrote a note to the other classrooms asking them to stay away from their canals until they were finished. When their canals reached the school building, they added water from the hose and invited other children to play in the canals. [Anecdote is for Emily, Tal, and Christian]

**LEVEL 7****Child uses outside resources to gather information needed to complete his or her plan.**

The child uses resources beyond those immediately at hand to carry out his or her intentions. Resources at this level may include age-appropriate reference books or periodicals, web pages, conversations with adults other than the teacher, visits to relevant places of interest, and so on.

- 5/21 During project time, Madeline planned to study emperor penguins. She went on the computer and, with the teacher’s help, found a website with simple facts and photos of the emperor penguin. She printed several pages and used them as a guide as she drew a picture of emperor penguins in their habitat and wrote down what they like to eat.
- 4/6 At library time, Justin said he was going to try to find books about dogs because he had a new puppy at home and wanted to take good care of it. He found two books, checked them out, and put scraps of paper inside the books to mark the pages he wanted to read with his mom.

## B

# Problem solving with materials

Children encounter problems as they work with materials during play. Discovering that their actions can produce results and solve problems helps children build independence and self-confidence. They develop from trying one idea to several until they find a solution that works. As they tackle more complex problems, their solutions also become increasingly complex. Children also grow from just responding to problems to anticipating and acting to prevent them.

### LEVEL 0

**Child moves his or her eyes, head, or hand toward a desired object or person.**

The child moves his or her eyes, head, or hand in response to the most basic kind of problem: How can I see, track, or reach that object?

- 12/6 Tara turned her head to get her bottle.
- 1/10 When his dad entered the room and spoke to Diane (the caregiver), Mason turned his head in the direction of his father's voice.

### LEVEL 1

**Child repeats an action, even when it isn't working, to solve a problem.**

The child tries a solution to a problem and repeats it, even if it is not working. The child may get frustrated, lose interest, or abandon the activity. The child at this level may not even be aware of the problem or the ineffectiveness of the solution.

- 3/3 When the pull toy got stuck on the table leg, Sophia continued to pull on the string.
- 3/28 After William put the round object in the shape sorter, he kept trying to put the square object in the same hole.

### LEVEL 2

**Child asks for help in solving a problem with materials.**

At this level, the child asks for assistance in solving a problem with materials. The child may have tried to solve it unsuccessfully or decided that the problem was too difficult. The request for help may be communicated with a simple gesture (handing the container to an adult) or statement ("Open!" "Do it!"). [Note: At this level the child implies what the problem is but does not explicitly identify it.]

- 5/16 At choice time in the house area, Emma held the apron out to Carol (her caregiver) and turned around (indicating she wanted Carol to tie it on her).
- 6/25 Outside, Jayden tried to get on the swing by putting his hands on the chains and lifting his feet in the air. He finally asked Tomoko (his caregiver), "Up please."

### LEVEL 3

**Child verbally identifies a problem with materials.**

The child states the problem out loud (for example, "The top is too tight. I can't get it off") or responds verbally to an adult's question (for example, the adult asks, "What's the problem?" and the child answers, "I want this top to stick to my paper and the glue isn't working"). The child may make an attempt to solve the problem. [Note: To be scored at this level, the child explicitly identifies the problem.]

- 4/4 At choice time in the house area, Emma wrapped the apron around her waist. It fell off, and she handed it to Carol (her teacher) saying, "I can't get this to stay on. Can you tie it?"
- 7/25 Outside, after Jayden tried to get on the swing by putting his hands on the chains and lifting his feet in the air, he told Carrie (his teacher), "This swing is too high. I can't reach the seat."

**LEVEL 4****Child persists with one idea or tries several ideas until he or she is successful at solving a simple problem with materials.**

The child solves a problem with materials, either by being successful with the first idea or trying other ideas until finding one that works. The problem must be unique to the situation (for example, attaching two objects or trimming something to fit), rather than one that has a standard or fixed solution (for example, putting together a puzzle). To be scored at this level, the child must eventually be successful at solving the problem.

- 11/30 During small-group time, Noah tried to tear off a piece of tape but was unsuccessful. He asked another child to hold the tape while he cut it with scissors.
- 6/2 During work time, Ava was making a “tent” out of blankets and hollow blocks. When the roof of her tent collapsed, she spread the blanket back over the blocks. When it collapsed again, she tucked the ends of the blanket under the hollow blocks to hold them in place.

**LEVEL 5****Child helps another child solve a problem with materials.**

The child sees that another child is having a problem with a material and demonstrates or suggests a solution based on what the child has tried before and found to work. To be scored at this level, the child must initiate helping the other child, rather than being asked to help by the other child or an adult.

- 9/8 During work time, when Janelle saw that Milo was having trouble with the glue bottle, she got a nail and showed him how to poke it in the hole in the cap “so the glue will come out.”
- 2/18 At large-group time, Carlos helped Bella tape colored streamers around her wrists so they wouldn’t fall off when Bella shook her hands to the music.

**LEVEL 6****Child anticipates potential problems with materials in play and identifies possible solutions.**

At this level, the child does not merely encounter problems but actually predicts them. The child then thinks of possible ways to prevent the problem from occurring.

- 2/11 At work time, while playing with the train tracks, Madison told the other children, “If we build our train track next to the sink, everyone will walk on it. Let’s build it in the corner so they’ll leave it alone.”
- 4/2 At work time at the water table, Michael remembered that the day before the water had spilled onto the floor. He said, “Guys, we should get some towels and put them on the floor. Remember how slippery it got?”

**LEVEL 7****Child coordinates multiple resources (materials and/or people) to solve a complex problem with materials.**

When the child encounters a complex problem with materials (that is, a problem that involves multiple steps to solve), he or she describes and coordinates a variety of resources to solve it. Resources can include other people and/or supplemental materials. To be scored at this level, the child cannot just say “Help” or “You do it!” when turning to others, but must explain the type of help needed and say specifically how the other person can provide assistance.

- 10/2 During choice time, Ava was working with other children to make a “tent” out of blankets. When the roof of the tent collapsed, she spread the blanket back over the blocks. When it collapsed again, she said, “You two hold this blanket on each side. Jasmine, you get inside and tell us when it’s up, and then I’ll tape the cloth in place.”
- 1/27 Upon arrival, Ethan was having trouble getting his locker open. He told Jacob and Marley, “You push on the locker at the bottom, you pull the top, and I will push the button in.”

## C

## Reflection

Reflection is more than memory. It is remembering with analysis. As children become increasingly able to form mental pictures, they can recall over longer periods of time. Like planning, their reflections become more detailed.

### LEVEL 0

#### **Child returns his or her attention to an object or event of interest.**

The child looks away when distracted, but looks back at (or turns head toward) an object or event that captured his or her interest before the distraction.

- 4/12 At naptime, Tessa looked up at the mobile above her crib, turned her head when the child in the next crib coughed, then turned back to gaze at the mobile.
- 2/6 At music time, Tobias watched his caregiver jingle a leather strip of bells, looked away when the other caregiver walked by, and then looked back at the bells and kicked his legs.

### LEVEL 1

#### **Child indicates he or she wants something to happen again.**

The child shows with a facial expression (such as a smile), gesture (such as wiggling), or sound (such as babbling) that he or she wants something pleasurable to be repeated.

- 4/12 Outside, while lying on her back, Jenna smiled and laughed when Becky (her caregiver) jiggled a low branch with leaves that was over Tessa's head.
- 2/6 During lunchtime, Calvin opened his mouth again and again to indicate he wanted more cereal.

### LEVEL 2

#### **Child returns to where something he or she wants or has played with is located.**

The child remembers where a desired toy or activity is located and returns to that location. At this level, the child typically shows he or she remembers by going directly to the item, for example, to the shelf where the truck is stored or the hook with his or her coat.

- 2/7 During choice time, Harrison went directly to the shelf where the bottle and clothespins are usually kept. When they weren't there, he held his hands out and said, "Go?"
- 12/2 After small-group time, when Ruth (a caregiver) asked Manny what he did at the other caregiver's small group, he went back to the table and held out the mound of play dough.

### LEVEL 3

#### **Child says one thing he or she did soon after the event.**

The child can remember for a short period of time what he or she just did or played with. The child typically remembers the most recent event or action, not what came before or led up to it. [Note: The child can remember at any time of day (not just during recall time).]

- 9/30 During recall time, Carmella said, "Played blocks" when it was her turn to share what she did.
- 10/2 At pickup time outside on the playground, when Tommy's dad asked him what he did today, Tommy said, "I went fast on the slide."

**LEVEL 4****Child recalls three or more things that he or she did and/or the details of something that happened.**

The child relates at least three things that he or she did, which could have taken place at any time of day. The child might also relate three or more details of an event, such as describing the materials used, what was done with them, and/or who was involved. The child may recall the details spontaneously or after an open-ended prompt by the adult (for example, “Did you do anything else?” or “What did you use?”). [Notes: a. Do not score the child at this level if he or she simply lists three materials and/or three people involved. b. The child can remember at any time of day (not just during recall time).]

- 2/26 When Leo’s dad came to pick him up, Leo told him, “I built a tower. I used the cardboard blocks. Me and Sam chased Marsha [the teacher] all around the climber!”
- 4/18 At recall time, Evie said, “Me and Sula got dressed up, and we made a pizza.” A few minutes later, when Jonah talked about playing on the computer, Evie said, “I played on the computer too.”

**LEVEL 5****Child recalls, without prompting, the sequence of three or more things he or she did or that happened.**

The child relates the order (sequence) of at least three things without being prompted for each successive step. The sequence can be a series of actions or events within one play scenario. By this level, the child constructs increasingly complex representations in his or her mind that allow reflection beyond the immediate time frame. [Note: The child can recall and reflect at any time of day (not just during recall time).]

- 3/16 At recall time, Tomas said, “Me and Tabitha played babies. First we fed them bottles, then we changed their diapers. Then we wrapped them in blankets and took them for a walk.”
- 5/12 At greeting time, Corine told Eliza (her teacher), “I’m late, because first we stopped and got donuts, then we dropped my brother off at school, and then we had to go back home and get my boots!”

**LEVEL 6****Child says the reason why an experience happened to him or her as it did and what he or she would do the same or differently next time.**

The child progresses from detailed remembering to actually analyzing what happened. A child at this level reflects on what did or did not work and what could be done the same or differently in a similar project or situation. In this way, the child uses reflection to “plan” future activities.

- 2/24 At the end of the day, Evelyn said, “Today, I took so long picking my desert animal that I didn’t have time to find a book about it. Next time, I’ll pick faster.”
- 12/8 During recess, Ben said, “Mrs. Thompson, the jump rope is frozen to the sidewalk! I must have forgotten to take it in with me! Next time I’ll make sure it gets put away.”

**LEVEL 7****Child recalls another person’s experience and uses what he or she observed in a similar situation.**

The child recalls an action or event that happened to someone else and adjusts his or her own behavior in response.

- 3/17 While getting ready to go to the school media center, Julio said, “I remember last week Justin forgot his library books and he couldn’t check new ones out. So I remembered to bring mine today.”
- 5/2 When Starla got to school, she took her papers out of her backpack and showed her teacher they were in a plastic bag. She said, “Yesterday Sue’s papers were all wet from the rain, so today I asked my dad to put mine in a plastic bag because it’s raining again.”





## SOCIAL AND EMOTIONAL DEVELOPMENT

Infants express their own emotions and sense those of their caregivers before they have the words to describe them. As children develop, they learn to identify and gradually regulate their feelings. Assisted by language, they can talk about their emotions instead of just acting on them. With adult support and their own growing awareness, children also develop an understanding of other people's feelings and how they may differ from their own. Along with an awareness of themselves, children develop a growing appreciation for others. A great deal of early learning takes place in the context of social interactions with adults and peers. For that reason, a child's earliest social and emotional experiences set the stage for his or her well-being throughout life.



# SOCIAL AND EMOTIONAL DEVELOPMENT

## D

## Emotions

Right from the start, children feel and express emotions, whether it is pleasure at having their hunger satisfied or seeing a familiar face, fear of a loud noise, or anxiety when a comforting object is taken away. Infants show emotions with facial expressions, gestures, sounds, and their whole bodies. As children develop language, they begin to put their feelings into words with the help of supportive adults. Understanding and talking about their feelings is an important step in children gaining control over how they express their emotions. This ability not only helps them become more aware of their own feelings but also allows them to observe and explain the emotions of others.

### LEVEL 0

#### Child expresses an emotion with his or her face and/or body.

Without language, the child at this level expresses emotions with his or her face and body. Thus, stiffening, crying, smiling, and wriggling are early signs of emotion.

- 4/2 Annemarie smiled and waved her arms and legs when Krista (her caregiver) leaned over her.
- 7/18 Carter stiffened and cried when he rolled off his blanket and onto the grass.

### LEVEL 1

#### Child initiates physical contact with another person to express an emotion.

The child conveys feelings through physical contact such as kissing, biting, hugging, hitting, patting, or stroking. Emotions can be positive or negative. [Note: If the child first attempts to control how he or she expresses emotion, look at level 4.]

- 12/8 Isabelle toddled over to Sue (her caregiver), hugged Sue's legs, looked up at her, and smiled.
- 6/6 Alonzo frowned and pushed Clark's arm away when Clark tried to take his pail.

### LEVEL 2

#### Child names emotions.

The child uses words, such as *happy*, *angry*, or *sad*, to express basic emotions. This level applies whether the child is talking about his or her own emotions or someone else's emotions.

- 12/16 During outside time, when Mariah's grandma arrived to pick her up, Mariah ran over to her and gave her a big hug. She said, "I'm so happy!"
- 5/1 During greeting time, when looking at a book, Cianna pointed to the illustration and said, "She's sad. She's crying."

### LEVEL 3

#### Child explains the reason behind an emotion.

The child verbalizes an emotion and gives a reason for it. This can be the child's own emotion or someone else's emotion.

- 2/22 During work time, Joseph told Ina (his teacher), "She's mad! She wanted to use that computer!"
- 6/6 During work time, Kiefer looked out the window and said, "Becky [his teacher], I'm so happy! It stopped raining so we can go outside."

**LEVEL 4****Child tries at first to control how he or she expresses emotions but then resorts to physical expression.**

The child first attempts to regulate the expression of emotion, for example, by asking another child to stop an undesired behavior instead of hitting him or her. However, the child is ultimately unable to control his or her emotions, for example, hitting when the other child does not stop.

- 8/4 During outside time, Shaylynn told Billy, “Don’t step on my bugs. Billy, don’t step on my bugs!” When he walked closer to the bugs, she pushed him away.
- 6/26 During work time in the block area, Ernest tried to stack the blocks. When they fell over for the second time, he said, “You stupid blocks!” When they fell over again, he kicked the pile of blocks on the floor.

**LEVEL 5****Child controls the expression of his or her feelings.**

At this level, the child typically regulates how he or she expresses feelings. The child exercises self-control by using appropriate words and/or actions, rather than inappropriate verbal or physical behavior.

- 9/8 Outside, when another child kept bumping into her, Jane said, “Stop! That makes me mad! Quit knocking into me!”
- 4/27 At the library, Justin was reading his book at the table. Other children were talking to him. He said, “Be quiet. Stop talking to me.” When they continued to talk, he moved to another table and told Ms. Gainsley, “Those guys are making me angry.”

**LEVEL 6****Child uses a wider range of words to describe his or her own emotions.**

The child uses feeling words beyond *sad*, *happy*, *angry*, *mad*, *scared*, and so on to describe his or her emotions. For example, the child uses words such as *disappointed*, *excited*, *frustrated*, *furious*, *startled*, and/or *embarrassed* to specify his or her feelings with more precision.

- 10/5 When the field trip was cancelled, Emily said, “I’m disappointed. I really wanted to go to see the mummies at the museum.”
- 2/19 During science workshop, when Mrs. Gray said, “You look upset,” Earl said, “Actually, I’m frustrated!”

**LEVEL 7****Child describes and gives a reason why people feel differently about the same situation.**

The child is able to take another person’s perspective. He or she can explain why different people might have different feelings, both positive and negative, in similar circumstances.

- 5/2 At greeting time, Bryce said, “I’m excited about visiting the farm because I like tractors, but Jeri doesn’t want to go because she says it stinks there.”
- 1/9 During lunch, Marijata said, “I’m happy because my grandma is coming over and she’s going to make brownies with me. My sister is really, really, really happy because my grandma is going to sleep in her bedroom!”

## E

## Building relationships with adults

Infants form attachments with a primary caregiver whom they depend on to satisfy their needs in the absence of a parent. Toddlers use the primary caregiver as a trusted base of support from which to explore on their own. Children increasingly form relationships with other adults, such as other staff members, the parents of peers, or visitors. They are motivated to initiate and maintain these relationships, which not only contribute to their physical and emotional well-being but also are a vehicle for learning about the world. While children are initially focused on their own needs in their relationships with adults, children eventually discover that adults are people independent of their caregiving role and their relationships with adults become more reciprocal.

### LEVEL 0

**Child looks at, smiles at, vocalizes to, or makes faces at a primary caregiver.**

The child at this earliest level explores a personal relationship with a parent or other primary caregiver. The child may interrupt what he or she is doing to gaze at the caregiver (a type of social referencing) or seek reassurance that he or she is safe.

- 2/19 While getting his diaper changed, Stanley smiled at Rachel (his caregiver).
- 10/5 During choice time, Callie scooted across the floor, stopping several times to turn and look back at Denise (her caregiver).

### LEVEL 1

**Child uses a familiar adult as a secure base from which to explore, returning periodically.**

As the child becomes increasingly mobile and explores farther afield, he or she checks back with the caregiver now and then for reassurance. The child crawls, looks, or brings a toy to the adult to “touch base” and reassure him- or herself that the adult is there if needed.

- 10/2 During group time, after waving his arms to the music, Aiden crawled into the lap of Terrell (his caregiver) for the rest of the song.
- 6/24 During choice time, Gabriel explored the stacking cups and then held up his arms and waited for Cheryl (his caregiver) to pick him up.

### LEVEL 2

**Child seeks out a familiar adult to communicate a simple need or desire, using at least one word.**

The child intentionally locates a trusted adult for assistance, comfort, or companionship. The word may be in reference to the adult and/or the need or desire.

- 1/30 Mimi followed Chris (her caregiver) to the pillows, said “Kissy, book!” and handed him a book.
- 6/6 Charles spotted Raquel (his caregiver) across the room, said “Kel,” and tugged on his diaper.

### LEVEL 3

**Child asks an adult to play with him or her or share in an activity.**

The child makes a direct verbal request to an adult to play with him or her.

- 11/2 During work time in the block area, Emma asked her teacher, “Kay, will you play with me?”
- 3/17 At free play in the art area, Brynna asked Shannon (her teacher), “Miss Shannon, will you be the grandma?”

**LEVEL 4****Child engages in a conversation with an adult and takes two or more turns.**

The child takes at least two turns in a conversation with an adult. The child does not have to initiate the conversation but must be engaged enough to respond in a back-and-forth manner. At this level, the conversation often begins with something the child is playing with or doing (such as working with play dough), although it may then turn to a related topic (such as making pizza at home).

- 2/20 During lunch, Braden told Mr. Mike, “I got a new bike, and it has training wheels.” After Mr. Mike replied, Braden said, “My uncle said when I get good, he’s going to take me to the park to go on the bike trails.” Mr. Mike talked about riding his own bike on bike trails, and then Braden said, “I’m going to ride my bike a lot!”
- 11/7 During work time in the house area, Sophia and Brenda (her teacher) were dressing dolls. Sophia said, “You have to be careful with your baby. She’s just little.” Brenda acknowledged she was being careful. Sophia said, “My baby’s older, so she can crawl.”

**LEVEL 5****Child involves an adult in an activity for an extended period of time by assigning a task or role to the adult, working with the adult toward a goal the child has in mind, or leading the adult in a complex pretend-play scenario.**

The child and adult play or work together as partners. The child involves the adult in his or her activity for a sustained period of time. [Note: This can happen at any time of day (not just during work or choice time).]

- 9/15 During outside time in the sand pit, Justine was building a “city.” She called Scott (her teacher) over to help her clear space for “roads.” They worked together to build “roads” and “buildings” for most of outside time, with Justine deciding where to put new additions.
- 4/30 During work time in the house area, Drew asked Beth (his teacher) to come to his “birthday party.” Drew told Beth to bring a “present.” He told her to get a book and showed her how to “wrap” it with paper from the art area. They then went back to the house area, where Drew served “birthday cake.” Drew passed out party hats, and they both sang “Happy Birthday.”

**LEVEL 6****Child asks an adult a question about the adult’s knowledge or experience to learn more than what is covered in a group or classroom discussion.**

The question may be about a subject being studied in class, another topic of interest to the child, or the teacher’s own interests and activities. To be scored at this level, the question must go beyond what the group or class as a whole discusses. For example, if the children have been discussing whether they own a pet and the child asks if the teacher has a pet, this would not be scored at this level. However, it would be scored here if the child asks additional questions about the pet’s breed, the food it eats, the commands it understands, and so on.

- 12/7 During recess, after a class discussion about topographical maps, Simon approached Mr. Smith and asked him, “Do you know if the Dexter [the town’s local] library has any books on mountain climbing?”
- 4/19 During snacktime, Amelia asked Lucy (her teacher), “Have you ever played soccer before? What position did you play? Did you score a goal?”

**LEVEL 7****Child follows up a conversation with an adult to learn or share more information.**

The child continues a previous conversation with an adult to get or share more information, find out what happened, and/or discuss the child’s and/or the adult’s reactions to learning something or experiencing an event.

- 4/17 At greeting time, Serenity said to Mr. Roshe, “Remember you told us yesterday that some people eat insects? How do they cook them? Did you ever eat one?”
- 9/25 During gym, a week after Mrs. Gronvaldt said she was running in a marathon, Charlie asked her, “Did you win that race you were running in?”

# F

## Building relationships with other children

Even infants are in tune with the other children around them. They watch, listen, and pick up on what others are doing. Gradually children begin to relate more directly to other children, from handing them a toy, to playing alongside them, to forming relationships with special friends. These connections provide multiple emotional, social, cognitive, and creative benefits and become the foundation for establishing future relationships.

### LEVEL 0

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#### Child watches another child.

The child at this earliest level watches or gazes at another child as a way of expressing interest.

- 7/13 When Anto was lying on the mat, she turned her head and watched Natasha, who was lying next to her.
- 12/16 Drake watched Brody as he toddled back and forth across the rug.

### LEVEL 1

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#### Child spontaneously brings an object or shows affection to another child.

The child expresses interest in another child with hugs, pats, kisses, and “gifts” of toys or other objects.

- 10/7 At choice time, Devon handed June a car.
- 2/27 During arrival, when Sami saw TJ, she ran and gave him a hug.

### LEVEL 2

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#### Child plays and works alongside other children.

The child is aware of the presence of other children and often of what they are doing, but may not directly engage with them. He or she may play alongside another child.

- 6/4 Outside, Liam and Tessa sat next to each other in the sandbox. Liam filled a bucket with sand, while Tessa scooped sand and poured it on her feet. When Liam’s bucket was full, Tessa handed him another bucket. [Anecdote is for Liam and Tessa]
- 9/16 At choice time in the block area, Colin and Nina sat next to each other, both stacking their own pile of blocks. [Anecdote is for Colin and Nina]

### LEVEL 3

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#### Child makes a comment directly to another child.

At this level, the child speaks directly to another child using words, phrases, or sentences.

- 8/5 When sitting down for lunch, Norah pointed and said, “Curtis, there’s a chair” when Curtis was looking for a place to sit.
- 12/8 At work time in the toy area, Harrison said, “Renee, that’s a big spaceship.”

**LEVEL 4****Child shows a preference for one or more friends.**

The child chooses to play with a particular peer on his or her own (but not because an adult suggests it or puts the children together). The child may call the other child a friend, regularly save a seat for the other child, or repeatedly make plans to play with him or her. The child may be disappointed when the other child is absent.

[Note: While the anecdote can be for one event, scoring at this level should indicate a relationship has been sustained over a period of time.]

- 6/1 At small-group time, Miranda saved the seat next to her for Ruthie. She also did this at planning time and at snacktime.
- 8/19 During planning time, when Gabriel arrived late, Desmond said, “Oh goody! Gabriel is here. Now we can play dinosaurs together!” and they did, for most of work time.

**LEVEL 5****Child plays collaboratively with two or more other children by contributing ideas and/or incorporating ideas from the other children into their play.**

To be scored at this level, the child must play with two or more other children independent of adult facilitation. The child must contribute ideas to extend the play theme, beyond, for example, something as simple as “Let’s all run like Batman.” [Note: Include the child and the two or more other children in the anecdote.]

- 5/24 During work time in the house area, Corrin, Aimee, and Jonathan created a “pizza restaurant.” Aimee suggested using play dough, and Jonathan helped her make the pizzas. Aimee also had the idea to put corks in the play dough for pepperoni. Corrin wrote a sign that said “peza” for pizza. She also took orders from other children in the classroom. The play went on for all of work time. [Anecdote is for Aimee and Corrin, but not Jonathan because he did not contribute ideas, only followed those of others]
- 6/7 During free play in the block area, Hunter, Anna, and BJ pretended to be baby lions. They made a “lion cave” out of blocks. Anna was the mom lion. BJ pretended he hurt his leg, and Hunter helped Anna fix BJ’s leg using a scarf. They continued this play over several days. [Anecdote is for Hunter, Anna, and BJ]

**LEVEL 6****Child engages in sustained personal and reciprocal conversation with a friend.**

The child has an ongoing conversation with a friend about something outside the play theme, for example, their families, activities they enjoy, or a trip the child took. The child both listens to what the other child says and contributes his or her own experiences and observations on the topic.

- 5/21 During work time, Faith, Rowan, and Claire made plans about going to one another’s houses and what they would do at each house. All three children talked together for about 20 minutes. [Anecdote is for Faith, Rowan, and Claire]
- 4/29 During outside time under the climber, Brynna and Evan talked about their babies. Brynna shared that her baby brother was starting to walk. Evan told Brynna how his baby sister cried whenever his uncle picked her up. They talked together for all of outside time. [Anecdote is for Brynna and Evan]

**LEVEL 7****Child follows up on (asks about) something personal a friend has previously shared with him or her.**

The child follows up on something a friend has told him or her. To be scored at this level, the topic cannot be limited to the child’s own interest or well-being, but rather something that concerns the friend. The follow-up conveys genuine interest, not a casual or routine question.

- 3/16 At morning meeting, Martino asked Spencer, “Did you have fun at the school carnival? I wish I could have gone.”
- 5/2 During recess, Alexis asked her friend Mieko, “Did you get that new bike yesterday, like your dad said you were going to?”

# SOCIAL AND EMOTIONAL DEVELOPMENT

## G

## Community

Because young children are social beings, they want to join in the life of the group but need to learn how. They gradually make the transition from “me” (their own needs) to “we” (the collective interest). The sense of community begins with simple attention to others, followed by an awareness of group routines and expectations and how they apply to oneself. Children discover how their own and others’ behavior, both accidental and intentional, affects the well-being of the community as a whole.

### LEVEL 0

#### Child alerts to what is going on around him or her.

The child alerts to what is happening with people in the immediate environment by quieting; tensing the body; or turning toward a movement, sight, sound, or other sensation.

- 11/25 At the sound of the door opening, Jackson turned his head and looked in that direction.
- 1/19 While sitting in her bouncy seat, Ella startled when another child ran by.

### LEVEL 1

#### Child participates in a part of the daily routine when led or assisted by an adult.

The child joins in a caregiving or play routine with a reminder or assistance from an adult.

- 2/7 During group time, Tasha bounced to the music when Jade (her caregiver) sat her on Jade’s lap.
- 10/9 Karlee took the diaper that Carol (her caregiver) handed her and went with her to the changing table for a diaper change.

### LEVEL 2

#### Child attempts, on his or her own, a simple task that is related to part of the daily routine.

The child, independently, *tries* to do a simple task that is associated with the daily routine. Completion of the task is not necessary to be scored at this level.

- 11/2 When Randy (a caregiver) said it was outside time, Padma went over to the door and attempted to put her jacket on.
- 3/4 Before lunch, Elan saw other children going to the sink to wash their hands. He joined them and put his hands under the running water.

### LEVEL 3

#### Child transitions between parts of the daily routine.

The child transitions between several segments of the daily routine (including small- or large-group times, work time, free play or choice time, getting ready for outside time, cleanup, meals, or nap) on his or her own, spontaneously or upon hearing a warning.

- 3/16 At arrival time, Amani hung up his backpack and chose a book to look at. When Sue (his teacher) said it was planning time, he marched to his planning table. Later, after large-group time, he went to the door for outside time.
- 2/9 After Monroe (the teacher) gave a five-minute warning, Jasper began putting his blocks away. Later, he washed his hands before lunch, got his blanket, put it on his cot, and lay down for a nap.

**LEVEL 4****Child reminds others of classroom routines and social expectations.**

The child reminds or helps others follow routines. The child also assists others in following social expectations, such as putting paper in the recycling bin instead of the trash.

- 11/4 During greeting time, when Omar came right to the rug, Nia reminded him to sign in first.
- 1/19 During work time, after Faith held the guinea pig, Cameron reminded her to wash her hands.

**LEVEL 5****Child performs an action on his or her own that is helpful to the classroom community and is done apart from classroom rules, jobs, or routine expectations.**

Without being asked or required by rules, assigned jobs, or the expectations of standard daily activities (such as cleanup), the child assumes responsibility for taking care of the classroom. The child (on his or her own) respects and helps care for communal property, including materials, equipment, and indoor and outdoor facilities.

- 11/30 At choice time, Justine saw that a page in the class song book was torn and, on her own, fixed it with tape.
- 1/19 Upon arrival, Lily noticed melted snow on the floor near the door to the classroom. "This is slippery," she said. She then got paper towels to wipe it up.

**LEVEL 6****Child distinguishes the actions of others as being purposeful or accidental.**

The child knows the difference between something upsetting that is done deliberately and an act that is accidental. Although the child may be upset (for example, if what he or she is working on has been damaged), he or she acknowledges that the other person did not mean to cause harm.

- 3/2 During project time, Deena said, "Tommy, watch out! You accidentally made me mess up my paper."
- 2/7 In gym class, Marcus said, "Hey Mylon, be careful! Your ball almost knocked my glasses off."

**LEVEL 7****Child acknowledges, on his or her own, how his or her behavior affects others and, as needed, acts to correct it.**

The child apologizes and/or corrects behavior after doing something that may upset, hurt, or inconvenience another person. To be scored at this level, the words or actions must be genuine and come from the child, not said automatically (such as a rote "I'm sorry") or in response to an adult's orders.

- 10/6 During math, Kyla backed into another child's desk, jumbling the child's base-10 blocks. Kyla said, "Oops, I bumped it," and helped the other child reconstruct her work.
- 2/7 At recess, Maria ran into another child, who fell and scraped his knee. Maria helped him up. When she saw his knee was bleeding, Maria brought him over to the teacher for a bandage.



## H

# Conflict resolution

Social conflicts are a daily occurrence in an early childhood setting. As children learn to settle disputes with their peers, they begin to balance their own needs with understanding and respect for the needs of others. The egocentrism of the toddler is replaced by the perspective taking of the preschooler, allowing the child to see that there is more than one “right side” in a conflict. With adult support, children learn how to identify a social problem and participate in figuring out a solution that satisfies everyone involved. This takes practice. For that reason, you might find that older children who have not had prior experience with resolving conflicts may begin at a lower level.

### LEVEL 0

#### **Child continues with his or her action in a conflict situation.**

The child is not aware of an actual or potential conflict involving him or her. For example, the child may be using a toy or blanket that another child takes away, but the first child (the one being scored) does not realize what is happening and does not respond.

- 9/16 While lying on the blanket, Annabelle continued waving her arm after Troy took her rattle.
- 7/10 While at the table in his infant seat, Ralph was reaching for an Oball. Kira came by, took the ball, and set a book in its place. Ralph reached for the book.

### LEVEL 1

#### **Child reacts to a conflict by withdrawing, crying, hitting, kicking, or biting.**

The child perceives that another person (a child or adult) is thwarting his or her need or desire and responds instinctively in one of the ways listed. At this level, the child reacts to, rather than tries to solve, a social problem.

- 8/5 During snack, Dante cried when Billie took his cracker.
- 12/15 During choice time, Shelby hit Oliver when he took the car she was playing with.

### LEVEL 2

#### **Child attempts to deal with a conflict in a simple way.**

The child attempts to solve a conflict with another child either physically (grabs back a toy) and/or vocally (says “No!” or “Mine!”).

- 2/4 During choice time in the house area, Willa said, “No! Mine!” when Max took the bowl from her.
- 10/7 During outside time, when Fiona wanted a turn on the scooter, she pulled Molly off and sat on the scooter herself.

### LEVEL 3

#### **Child requests adult help in resolving a conflict with another child.**

During a conflict with another child, the child seeks out an adult to help resolve the problem.

- 10/26 During work time in the toy area, Tameka told Katy (her teacher), “Dali won’t share!” when Dali wouldn’t give her any small cars.
- 2/14 At work time in the toy area, Myles told Natalie (his teacher), “She keeps taking my peoples.”

**LEVEL 4****Child engages in conflict resolution (with adult support) by offering a solution and agreeing on a solution.**

The child, with adult support, participates in several steps of conflict resolution, for example, stating what the problem is (from his or her perspective) when asked, offering a solution when prompted, and agreeing to give a solution a try when encouraged to do so.

- 1/19 At snacktime, Agnes and Albert both wanted to pass out the napkins. When Gavin (the teacher) asked what they could do to solve the problem, Agnes suggested that she pass the napkins out today and Albert pass them out tomorrow. Together, the children decided that Agnes would pass out napkins to one side of the table and Albert would pass out napkins to the other side. [Anecdote is for Agnes]
- 4/5 At work time in the toy area, Nadine said, “Miss Kay, we have a problem. Justin took my car!” When Miss Kay asked what they could do to solve the problem, Nadine suggested that Justin use a truck. More solutions were suggested, and with Miss Kay’s help, Nadine agreed to use the red car while Justin would use the blue car. [Anecdote is for Nadine]

**LEVEL 5****Child negotiates a solution to a conflict with another child on his or her own (without adult help).**

The child acts independently (without adult assistance) to resolve a dispute with another child or between other children. The child offers possible solutions; listens to others’ ideas (if any); and decides, with the other child, which solution to try.

- 3/24 At work time in the art area, Serena saw that Tamika and Sam both wanted to paint. When Sam took the big piece of paper that Tamika also wanted, Serena said, “I know, you could paint on this big piece together.” Tamika and Sam agreed, and they both painted together. [Anecdote is for Serena]
- 4/9 During outside time, both Jenna and Anthony arrived at the swing at the same time. They tugged on it for a minute, and then Anthony said, “Jenna, how about you and me take turns?” Jenna agreed, as long as she could go first. When Anthony said okay, Jenna took the first turn and Anthony took the next turn. [Anecdote is for Anthony]

**LEVEL 6****Child anticipates whether a solution to a conflict will or will not work and explains why.**

In considering possible solutions to a social problem, the child thinks about whether or not the suggested idea(s) will work. In explaining why an idea is (or is not) feasible, the child offers more than a statement of personal need or motivation (he or she, for example, does not simply state, “Because I want it first”).

- 5/22 During choice time in the building area, both David and Juan wanted to use the blanket. When Juan suggested that David use the scarves, David said, “I need the blanket for the roof of my fort. The scarves are too little. They won’t work.” [Anecdote is for David]
- 3/8 During gym class, Marina and Cindi both wanted to use a scooter. When Cindi suggested that she use the scooter today and Marina use it tomorrow, Marina said, “That won’t work. We don’t know if the scooters will be out tomorrow.” [Anecdote is for Marina]

**LEVEL 7****Child helps to mediate conflicts between other children.**

The child acts independently of an adult to help other children resolve a conflict. At this level, the child takes it upon him- or herself to ask the other children what the problem is, to suggest ideas for solving it, and to pick a solution to try.

- 2/23 During project time, Madeline helped two other children solve a problem about using the same computer. She stated the problem and asked each child what he or she needed the computer for. She then suggested that Darius use the computer first, since he needed to look up information for his animal project, and that Sara use the computer when he was done, since she just wanted to play a game.
- 5/10 Outside on the playground, when two groups of children both wanted to use the blacktop for different purposes (one to play basketball, the other to make chalk drawings), Teddy came over and suggested that the chalk users work on one corner of the blacktop and the basketball players use the basket farthest from that corner.





## PHYSICAL DEVELOPMENT AND HEALTH

While much physical growth happens on its own (maturation), children also need appropriate experiences to develop physically, learn what their bodies are capable of, and learn how to take care of them. In fact, growing concerns about childhood obesity show that optimal physical development requires conscious attention to the nutrition and exercise that promote good health. Physical activity is natural to young children. From infancy on, they practice their emerging motor skills with a determination that can amaze adults. Children are also interested in learning how their bodies work. They enjoy mastering personal care skills and taking responsibility for themselves.

## I Gross-motor skills

For sensory-motor infants and toddlers, movement plays a major role in every aspect of early learning. Their emerging sense of themselves as capable doers is rooted in their ability to navigate the environment and get where and what they want without adult assistance. Once they master basic mobility skills, children become more coordinated and gain muscle strength and stamina. They exhibit greater control and balance. As their gross-motor skills develop, children enjoy attempting more complex and sequenced movements. [Note: For children who use mobility devices, score their gross-motor skills using those devices. For example, if they cannot walk unassisted (level 1), score their ability to propel themselves with a walker or other device.]

### LEVEL 0

#### Child moves the whole body.

Movements at this level involve the entire body, whether carried out while the child is lying on his or her back or stomach (such as drawing the legs up to the face, rolling from side to side, sitting up) or while mobile (such as crawling or scooting).

- 1/16 After his diaper change, Bryant pulled his toes up to his mouth.
- 7/11 During choice time, Tierra crawled from the rocking chair to the bookshelf.

### LEVEL 1

#### Child walks.

The child walks without adult assistance, although he or she may occasionally hold on to furniture or other objects for balance. The child may not always be steady on his or her feet.

- 4/27 Outside, Jody walked behind the push cart, pushing it from the building to the big tire.
- 11/16 During choice time, Bethena toddled from the sofa to the beanbag chair. She held on to the table for balance.

### LEVEL 2

#### Child goes up or down a ladder, runs while navigating around people and objects, or marches.

The child goes up or down a few rungs on a ladder (for example, on a climber or loft) but without alternating feet. The child can also run without bumping into objects or other people.

- 3/12 During choice time, Catherine went six steps up the ladder to get a pillow from the loft.
- 8/6 During outside time, Kadim ran across the grass to the sand area, going around several children rolling in the grass.

### LEVEL 3

#### Child walks up or down stairs with alternating feet, jumps with both feet off the ground, or gallops.

The child alternates feet when going up or down steps; he or she may hold on to a railing for balance. The child lifts both feet off the ground when jumping up. Gallops may be unsteady. Children using wheelchairs can stop and start them.

- 6/28 At large-group time, Tina jumped up and down over and over again.
- 9/16 During outside time, Christopher galloped around the path three times.

**LEVEL 4****Child strikes a large moving object with his or her hand or foot.**

The child hits or kicks a large object coming toward him or her, such as a playground ball or soccer ball (10 inches or more in diameter).

- 10/2 At large-group time, Linda threw a balloon in the air and batted it with her hand.
- 5/6 At outside time, Matthew kicked a soccer ball that his teacher had rolled toward him.

**LEVEL 5****Child skips for eight or more repetitions (skips in a row).**

A skip is a forward movement involving a *step* (a move from one foot to the other foot) and a *hop* (a move from one foot to the same foot). A child at this level can skip at least eight consecutive times.

- 4/19 During outside time, Leland skipped up the hill (more than 10 skips).
- 1/16 After greeting time, Dinah demonstrated how to skip to planning time. She then skipped to her planning table (more than eight skips).

**LEVEL 6****Child strikes a small moving ball with a paddle, racket, or bat.**

The child strikes a small moving ball (five inches in diameter or less), using a paddle, racket, or bat.

- 5/2 During recess, Jeana used a bat to hit the Wiffle ball that Mr. Savage pitched to her. She said, "Yeah! It's a home run!"
- 9/2 During gym, Louie threw a tennis ball over his head and hit it with a paddle.

**LEVEL 7****Child combines a series of movements in a smooth, sequenced action.**

The child performs a stepwise series of movements, requiring upper and/or lower body strength, in a smooth and coordinated action (for example, doing a cartwheel, jumping rope, or walking and dribbling a ball). [*Note:* Performing a sequence of motions to a song should not be scored at this level.]

- 4/17 During recess, Markus crossed the monkey bars hand over hand. He repeated this three times.
- 5/20 During gym, Cora showed everyone how she could do cartwheels.

## J

## Fine-motor skills

The early childhood years are a period of tremendous refinement in the use of hands and fingers. Infants progress from flexing their fingers to being able to grasp objects and then manipulate them in various ways. From that point on, children gain strength, flexibility, and hand-eye coordination as they gain mastery over a growing number of objects and tools. Children take on increasingly complex fine-motor tasks and apply them to self-care and learning activities such as tying their shoes, creating intricate structures, and writing.

### LEVEL 0

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#### **Child opens and closes his or her hand.**

At this earliest level, the child opens and closes his or her hand. The child may briefly grasp an object before it falls from his or her grasp or use the whole-hand palmar grasp (palm and thumb) to pick up and hold objects.

- 1/10 While being fed his bottle, Cullen opened and closed his hands several times.
- 7/20 During choice time, Jody used her whole hand to pick up and hold a large metal lid. She put the lid in her mouth.

### LEVEL 1

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#### **Child uses his or her small muscles to handle or pick up objects.**

The child uses his or her thumb and fingers to handle an object or material in some way, such as picking up cereal from the table or squeezing play dough.

- 9/4 During group time, Tre picked up corks and dropped them.
- 1/17 During outside time, Jocelyn picked up leaves and crushed them in her hand.

### LEVEL 2

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#### **Child fits materials together or pulls them apart.**

At this level, the child has the fine-muscle control and strength to stack blocks, take apart Duplos, put large pegs in a pegboard and take them out, and complete simple shape puzzles. [Note: Dumping out materials should not be scored at this level.]

- 9/4 During choice time in the toy area, Kathie put the large wooden pegs in the pegboard and took them out.
- 2/16 At group time, LeVar completed the five-piece shape puzzle by himself.

### LEVEL 3

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#### **Child uses his or her small muscles with moderate control.**

The child uses the small muscles in his or her hand to carry out activities such as cutting paper or molding clay. Movements are done with some control but may not be precise (for example, using scissors to snip the edge of a piece of paper, not to cut on the line).

- 5/15 During small-group time, Hala picked up the buttons that fell on the floor and put them back into her muffin tin.
- 4/1 During work time in the toy area, Juan snapped Legos onto the Lego table.

**LEVEL 4****Child manipulates small objects with dexterity and precision.**

At this level, the child is able to use greater strength and dexterity to precisely control his or her small muscles, for example, to string tiny beads or use small tweezers. [Note: At this level, if the child is using two hands, one hand is stationary and the other hand is moving. If the child is using hands in opposition to one another, look at level 6.]

- 2/16 During work time in the art area, Mason used tagboard and a hole punch to make a design. He then strung a piece of yarn through the holes.
- 11/6 At work time in the house area, Tasha put pony beads in a doll's hair. She said, "There, now it looks like mine!"

**LEVEL 5****Child uses a tripod grasp (thumb and two fingers) to write or draw a letter, numeral, or closed shape.**

The child holds a writing tool (pen, pencil, or marker) between his or her thumb and index and middle finger (tripod grasp) and uses it to draw or write (for example, letters, numerals, closed shapes). [Note: A child using a pincer grasp (thumb and index or middle finger) to pick up objects or scribble does not yet score at this level.]

- 2/1 During choice time, Omar wrote his name on the sign-up sheet to use the computer. He used the tripod grasp to hold the pencil. He wrote the letters "O-M-A-R."
- 4/9 During workshop time, Kaylee held the marker with a tripod grasp when she drew a picture of her family.

**LEVEL 6****Child performs precise actions involving opposing hand movements.**

At this level, the child has more control over hand movements and uses the hands in opposition to one another, that is, to each perform a different function in the task (such as rotating a piece of paper in one hand while cutting out a picture on the line with the other or fastening the two sides of a zipper and zipping it up).

- 3/5 During recall, Alejandra drew and cut out a heart to show that she played with Heather (the heart is Heather's symbol). She held and moved the paper with one hand, and used the other hand to cut on the line she drew.
- 10/25 During outside time, Chie-Sun started the zipper himself, zipped up his sweatshirt, and said he was cold.

**LEVEL 7****Child uses finger dexterity and strength to complete a multistep task.**

The child coordinates finger movements with enough skill to complete a complex, multipart task, such as tying a shoe.

- 1/15 After coming in from recess, Gideon took off his boots and put on his tennis shoes. He showed Sal (a teacher's aide) how he could now tie his shoes.
- 5/20 During recess, Anna and Jade played cat's cradle with a piece of string.



# Personal care and healthy behavior

At first infants rely on others to meet their basic physical needs, but they gradually begin to participate in satisfying their own needs (for example, feeding themselves finger foods). Over time, children become even more competent at doing things for themselves. Children also grow more curious about their bodies and enjoy learning the names of body parts. As they become more aware of what their bodies can do, they wonder how they can make them bigger and stronger. With the examples set by adults, they are ready to learn about healthy eating and exercise habits.

### LEVEL 0

#### Child expresses basic physical needs.

The child vocalizes (for example, cries, makes sucking noises), moves (for example, squirms, turns head), or gestures (for example, reaches, grasps) to express a need such as to be fed, have a diaper change, or be held.

- 8/5 Matias cried when he woke up from his nap. When Tom (his caregiver) picked him up, he stopped.
- 12/3 When Melissa (a caregiver) walked by, Neesha reached her arms up and made an “unn unn” sound.

### LEVEL 1

#### Level 1. Child feeds him- or herself finger foods.

The child picks up finger foods (for example, small pieces of fruit, vegetables, or cereal) and feeds them to him- or herself. The child may also drink from a child (sippy) cup.

- 10/28 During lunch, Ava picked up apple puffs from the highchair tray and ate them.
- 2/6 At snacktime, Ryan drank milk from his sippy sup and held the cup out to his teacher when he wanted more.

### LEVEL 2

#### Child names basic body parts.

The child names a basic body part (such as the head, an arm, or a foot).

- 4/30 During choice time, while reading a book about faces, Anna pointed to Mickey’s (her caregiver’s) eye and said “Eye.”
- 7/18 During outside time, Bai pointed and said “Knee.”

### LEVEL 3

#### Child performs a personal care task with assistance.

The child performs a personal care task with some help, reminders, or prompts (for example, following sequenced pictures of the steps for hand washing).

- 12/20 Before lunch, Donald washed his hands with soap and dried them. Gavin (his teacher) reminded Donald to turn off the water.
- 8/27 During work time, after Nora had a toileting accident, she took off her wet pants, put them into a plastic bag, and needed Ms. Denise’s help to change into dry ones.

**LEVEL 4****Child performs a personal care task independently.**

The child, on his or her own, washes his or her hands and face, gets dressed, uses the toilet, and so on. He or she is able to complete all parts of the task unassisted.

- 1/15 Before outside time, Ethan put on his snow pants, boots, coat, hat, and mittens all by himself.
- 12/7 During work time, Bianca used a tissue to blow her nose, threw the tissue away, and washed her hands.

**LEVEL 5****Child makes a healthy choice and explains why it is good for him or her.**

At this level, the child not only carries out a healthy behavior but also says why it is good for him or her. [Note: The explanation has to be more than “It’s good for me (or us).” The child must connect the choice to something specific about his or her own health.]

- 11/4 At lunch, Anna chose an apple and said, “Apples have vitamins to make me healthy.”
- 3/28 At recess, Tommy said, “I’m going to run around the track really fast to get my exercise because it will make my legs strong.”

**LEVEL 6****Child explains the reason behind a safety rule.**

The child says why people should follow a safety rule. [Note: The explanation has to be more than “We’re (not) supposed to do that.” The child must give the safety reason or rationale for the rule or procedure.]

- 4/15 After the fire drill, Ben said to his teacher, “Next time we need to remember to walk to the door because if kids run, they could fall and not get out in time.”
- 5/11 During choice time, Geraldo was talking to Sammy about coming to his house after school. Geraldo said, “Bring your helmet so we can ride our bikes. We have to wear helmets to protect our heads.”

**LEVEL 7****Child explains how and why people have to take care of their bodies.**

The child understands that people need to take care of their bodies for them to stay healthy and keep working, in other words, that good health is not automatic. He or she explains how unhealthy behaviors may cause the body to become injured, sick, or not function properly. [Note: The explanation must refer to health for people in general. If it refers only to a personal choice or the child’s own body, score at level 5.]

- 10/30 At choice time, Nellie said, “The school doesn’t have donuts anymore, just fruit, because if you get too fat, it can make you really sick.”
- 5/11 At morning meeting, Landon said, “I have to go to the doctor after school but I’m not getting a shot. Sometimes kids have to get shots so they don’t get the flu.”





## LANGUAGE, LITERACY, AND COMMUNICATION

Communication — through gesture, spoken language, and written language — is an essential characteristic of being human. The foundations for communication are established early in life through the complex interplay of social interactions; neurological structures in the brain; and muscle development of the mouth, eyes, and hands. Infants hear and make sounds that gradually become words. Toddlers discover the joy of books. Preschoolers start learning the intricate system of reading and writing letters. Children are highly motivated to master the diverse set of skills in this area so they can signal their needs; learn from the words and symbols that surround them; and connect with others to exchange ideas, feelings, and friendship. Conversations become the medium of exchange for learning and establishing relationships.

## L

## Speaking

Infants attend to speech because it is intimately connected with trusted caregivers. Even before they have words, babies “talk” by cooing, babbling, and gesturing. Their sounds gradually take on the inflections and other characteristics of the language or languages spoken around them. Soon they begin to form and use actual words. In toddlerhood, pre-school, and beyond, vocabulary and the length and complexity of children’s utterances seem to explode. They adopt the conventions of speech and engage in extended and meaningful conversations with others.

**LEVEL 0****Child makes verbal sounds such as cooing and babbling.**

The child coos, babbles, or makes other sounds while alone or interacting with a person and/or material.

- 9/16 While being rocked by Tasha (the caregiver), Alexander made buzzing sounds.
- 2/4 While banging on the pots and pans, Elena said “Dadadada.”

**LEVEL 1****Child says (or signs) a single word to refer to a person, animal, object, or action.**

The child speaks or signs a word that is the name or label of a familiar person (such as *mama* or *dada*), object (such as *blankie* for blanket, *cup*), animal (such as *dog*), or action or desire (such as *up*). Because pronunciation or signing may be idiosyncratic, only people familiar with the child may be able to understand him or her.

- 4/1 During choice time in the house area, Yousef picked up a doll and said “Baby.”
- 9/10 During snacktime, Midori made the sign for *more* and held up her sippy cup.

**LEVEL 2****Child says a two- or three-word phrase to refer to a person, animal, object, or action.**

The child combines two or three words into a simple phrase to indicate a familiar person (for example, “Papa Bo”), animal (for example, “Big doggie”), object (for example, “Red block fall”), or action or desire (for example, “Want more juice”). Because pronunciation or diction may be unclear, only people familiar with the child may be able to understand what he or she is saying.

- 7/16 During choice time, Cheri (a caregiver) called, “Kylie, where are you?” Kylie popped up from the other side of the shelves and said, “I here!”
- 1/30 During choice time, Aidan looked out the window and noticed a large collie. He said, “Uh-oh, bi daw.”

**LEVEL 3****Child talks about real people or objects that are not present.**

At this level the child can talk about real people or objects that are not present in the immediate setting, that is, people or things not currently here (known as decontextualized talk).

- 7/22 At work time in the block area, Liam said, “There are bugs in my shed at home.”
- 6/28 At work time at the water table, Martina said, “My nana is coming to my house.”

#### LEVEL 4

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**Child uses the pronouns *he, she, him, her, his, and hers* correctly.**

The child uses pronouns (*he, she, him, her, his, hers*) correctly in conversation.

- 5/7 During recess, Scarlett saw a hair tie lying on the ground and said, “Where is Zoe? This belongs to her. She must have dropped it!”
- 3/19 During project time at the computers, Joaquin said to Petey, “Give him the mouse. It’s his turn now.”

#### LEVEL 5

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**Child uses a clause that starts with *when, if, or since* in a complex sentence.**

The child connects related ideas in a complex sentence by using the words *when, if, or since*.

- 3/4 At work time in the house area, when playing mom and baby, Kameko said to Sonia, “Since you’re the baby, you can’t have any popcorn. You’ll choke.”
- 11/5 During large-group time, Damarcus said, “When it’s my turn to choose the song, I’ll pick ‘The Wheels on the Bus.’”

#### LEVEL 6

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**Child uses “what if” or “suppose” talk to spark a conversation about possibilities.**

The child uses conjectural language to talk about things that *might* happen, intangible things, or things that are possibilities. [Note: Do not score at this level if the child answers to a problem posed by someone else. For example, if the adult says, “It’s raining. How can we go outside?” and the child responds, “What if we wore our hats?” do not score at this level.]

- 12/4 After the class read the book *Cloudy With a Chance of Meatballs*, Dominic said, “What if it started raining chicken wings during recess? We could have a picnic outside!”
- 3/28 During choice time, Megan said to Sabrina, “Could you imagine if we lived on the moon? Do you think we’d have to wear space suits to school?”

#### LEVEL 7

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**Child participates in a collaborative discussion with another child about specific school-related content.**

The child engages in conversation with another child without adult assistance. The conversation includes many turns and involves listening, speaking, asking clarifying questions, supplying information, and so on. To be scored at this level, the conversation must be about a specific topic (school-related content), that is, not just pretend play (speaking in character) or talking about something personal the children did.

- 2/4 During math workshop, William and Connor discussed how they were going to work on their math problem together (all the ways to compose and decompose the number seven). They talked about using whiteboards, paper strips, their math journals, or cubes. After they both had shared ideas (“The whiteboard isn’t good, because it could get wiped off”; “The paper strips blow around”), they decided to use cubes and to write the ideas in their math journal. [Anecdote is for William and Connor]
- 3/30 During project time, Ilana showed Melanie the poster she made about penguins. She described how the babies are cared for by their dad and how the mom gets food, and answered Melanie’s question about what they eat. [Anecdote is for Ilana]

## M

**Listening and comprehension**

Listening to and comprehending spoken and written words are essential aspects of learning. Children progress from understanding simple spoken words and phrases (also signs and gestures) to more complex and detailed information. Their understanding of oral and written stories undergoes a similar development. First, they pick up individual story elements, such as a character or single event. Later, they grasp interactions among characters and the sequence and causal relationships between events. Children also begin to connect what they hear and read to people and events in their own lives.

**LEVEL 0****Child responds to a voice by turning his or her head, establishing eye contact, or smiling.**

The child responds to a voice by turning, looking, or smiling in the direction of the speaker. The speaker may or may not be in view.

- 9/29 While lying on a blanket outside, Jackson smiled when Theresa (his caregiver) spoke to him.
- 12/16 Hanna was lying on a mat. She turned her head toward Kay (her caregiver) when she heard Kay's voice.

**LEVEL 1****Child responds nonverbally to simple statements or requests.**

The child responds to a verbal statement or request with a simple gesture (for example, nods or shakes head, looks toward the person or object being discussed) or appropriate action (for example, brings the requested object).

- 5/28 After naptime, Charlotte (a caregiver) said to Sebastian, "Let's put your shoes on!" Sebastian handed Charlotte his shoe.
- 12/16 During choice time, Sophia (the teacher) and Marcenia were looking at a book. When Sophia said, "I wonder where the kitten went?" Marcenia pointed to the kitten hiding behind the barn.

**LEVEL 2****Child responds verbally to simple statements or questions.**

The child responds to a verbal statement or question with a word or simple phrase (such as "Yes" or "No," "More milk," or "All done").

- 7/19 At dropoff time, when Molly's mother left and said, "See you later," Molly said, "Bye-bye."
- 10/4 At lunchtime, when Thomas (a caregiver) asked Damien if he wanted more crackers, Damien said, "All done."

**LEVEL 3****Child adds to a conversation by connecting the topic to his or her own experience.**

The child listens to a conversation between others, has an idea of what they are talking about, and makes a connection to his or her own experiences. The child makes a comment relevant to the topic being discussed.

- 7/11 At greeting time, Bryson listened to Stella and her dad discuss an upcoming field trip to the fire station. He moved closer to them and said, "I think we will see the fire trucks with the big ladders!" [Anecdote is for Bryson]
- 8/25 During work time while playing at the water table, Hayden said, "I'm three" when he heard James and Cynthia talking about birthdays.

#### LEVEL 4

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##### **Child retells (remembers) three or more details in a story or book.**

In talking about a story or book with an adult or other children, the child shares at least three details that happened (images, characters, actions, or events). The child may offer this information spontaneously and/or in response to a follow-up question.

- 11/9 At greeting time, Isaiah said, “I love that book about Max. He got mad at his mom, and then he wore a wolf suit and rode a boat to the monsters.”
- 3/22 During snack, Paula said, “I got a new book. It’s called *Knuffle Bunny*.” When Miss Darla asked her what it was about, Paula said, “It’s about Trixie who has a bunny and then she loses it and goes boneless.” Miss Darla asked, “Does Trixie find her bunny?” Paula said, “Yes, they left it in the washing machine.”

#### LEVEL 5

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##### **Child predicts what will happen next in an unfamiliar story or book and gives a reason based on what happened earlier in the book or on his or her own experience.**

The child says what he or she thinks will happen next even though the child is not familiar with the story or book being discussed. The prediction is based on what has happened before in the story or a relevant experience from the child’s own life. The child may offer this information spontaneously and/or in response to a question.

- 2/3 During work time in the book area, while listening to a new book that Miranda (his teacher) was reading, Hunter said, “I think the mommy is going to let the girl come back and buy the bear, because she really wants it.”
- 4/16 At morning arrival, while listening to a story, Angelina said, “I think the duck will follow the piggy. He did before and got back home.”

#### LEVEL 6

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##### **Child shows an understanding of content information (the topic) by asking and/or answering clarifying questions about key points presented orally or in text.**

The child conveys an interest in and understanding of a subject by answering and/or asking relevant questions to clarify information that is presented verbally and/or in written format (print or onscreen).

- 10/2 When Mr. Smith was reading a book about the ocean, Susannah asked whether it was safe to swim in the ocean or if there were sharks.
- 1/16 When Alvaro was talking about dinosaurs, Julian asked him if the brontosaurus was a plant eater or a meat eater. Alvaro told him that it was “a plant eater” and that “its long neck helped him reach high leaves.” [Anecdote is for Alvaro and Julian]

#### LEVEL 7

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##### **Child compares and contrasts relationships among characters, events, and themes in a book or story.**

In discussions or representations (that map story elements or graphically represent ideas), the child says what is similar and/or different about the characters and events portrayed. The child identifies the central ideas or themes in the fiction or nonfiction text. The child may cite specific textual evidence.

- 5/15 When using a Venn diagram to explore the characters in *The Three Bears*, Isaac noticed that Papa Bear and Baby Bear both liked porridge, but Papa Bear’s porridge was “too hot” and Baby Bear’s porridge was “just right.” He said, “That’s what’s different.”
- 4/5 In looking at a nonfiction book about snakes, Tanya said, “On page 7 it says that some snakes lay eggs, but other ones have babies.”



## N

**Phonological awareness**

Phonological awareness is recognizing the sounds that make up words. For young children, this awareness begins with identifying the ending sounds of words (rhymes, such as the *at* in *cat* and *hat*) and the beginning or onset sounds of words (alliteration, such as the /b/ in *ball* and *baby*). Older children begin to divide (segment) or put together (blend) a word into its phonemes, that is, the smallest units of sound that make up the word (such as /k/ /ū/ /p/ in *cup*). Phonological awareness is essential to learning how to read. Children develop this sound awareness through conversations, words games, songs, chants, and stories.

**LEVEL 0****Child responds (turns, looks, kicks, startles, or quiets) to a sound in the environment.**

The child reacts with sounds and/or motions to an environmental sound such as speech, machine or vehicle noises, music, or nature. The child may cry or coo, startle or quiet, turn or gaze, kick or wriggle, or make other noises or movements.

- 11/7 While lying on her back, Malena kicked her feet when Ivan shook the jingle bells.
- 8/19 Benjamin quieted when Alicia (his caregiver) started singing to him.

**LEVEL 1****Child makes the sound of an animal, a vehicle, or another familiar object.**

During play, while listening to a story or participating in a group activity, the child imitates the noise of a familiar animal, a machine, or another familiar object.

- 5/16 During choice time, Trina crawled on her hands and knees and said “Meowww” when she was pretending to be a kitten.
- 10/2 Outside, when pushing the large dump truck across the pavement, Nolan said, “Vrrrrrr. Urk!”

**LEVEL 2****Child repeats or joins in saying parts of simple rhymes.**

The child repeats or participates with others in saying sounds (“Wheee!”) and words associated with a rhyme or fingerplay. The child’s sound or word may lag behind (occur after) the correct place in the rhyme.

- 7/15 At group time, during the fingerplay “Open, shut them, give your hands a clap...put them in your lap,” Eli opened and shut his fingers, and when the time came, said “Lap.”
- 9/28 When sitting with Danielle (her caregiver), Caroline joined in repeating parts of the rhyme “One, two, buckle my shoe.”

**LEVEL 3****Child spontaneously says real or made-up rhyming words.**

The child on his or her own says a word to rhyme with another word. The rhyming words may be real (such as *red* to rhyme with *bed*) or made up (such as *bocket* to rhyme with *rocket*).

- 1/13 At small-group time, while working with finger paints, Sharonda said, “The paint feels sticky icky.”
- 9/12 During work time in the book area, Cory rocked in the rocking chair and said, “Rock, bock, rock, sock” over and over again.

#### LEVEL 4

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##### **Child points out that two words do not rhyme.**

The child recognizes that two words do not have the same ending sound. The child may or may not use the word *rhyme*. He or she may say something like “They don’t go together” or “That doesn’t work!”

- 8/22 During outside time at the water table, Jessa pulled a boat with a rope. She said, “*Boat* and *rope*, they rhyme!” then paused and said, “No, they don’t!”
- 2/16 At work time in the book area, when Sue (a teacher) read the book *Green Eggs and Ham* and purposely mis-rhymed *grape* and *goat*, Jazarah said, “Silly! They don’t go together!”

#### LEVEL 5

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##### **Child points out that two words (real or made up) start with the same sound.**

The child knows that two words begin with the same initial sound. The child does not have to say “they start with the same sound” as long as it is clear from the anecdote. The alliterated words may be real (*cat* and *car*) or include made-up words (*Damon* and *dippy*). The child may say the words spontaneously and/or when asked.

- 5/9 At outside time, BJ saw a bug on the basketball. He said, “Bug and ball. They both sound like my *B!*”
- 3/16 At greeting time, when reading the message board, Ren asked a visitor what his letter-link symbol was. When the visitor said his name was David and that he didn’t know his letter link, Ren said, “I know, you could be David the dog!”

#### LEVEL 6

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##### **Child identifies the beginning and ending phonemes in a word.**

The child recognizes both the beginning sound and the ending sound of a word. For example, the child says the word *cup* begins with the /k/ sound and ends with the /p/ sound. [Note: To be scored at this level, the child may identify the beginning and ending phonemes in response to a prompt.]

- 3/13 While working in his journal, Noah sounded out the word *rug* and wrote “rg.”
- 4/9 During center time, Alexandria used letter tiles to spell out words for objects on the table. She said /b/ and /k/ and then used *B* and *K* tiles to represent the book she was holding.

#### LEVEL 7

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##### **Child segments or blends a word composed of three or more phonemes.**

The child combines three or more discrete sounds to make a word or divides a word into three or more of its component sounds. For example, the child combines /d/, /ŏ/, and /g/ to make *dog* or says that the word *song* is made up of the sounds /s/, /ŏ/, and /ng/. [Note: To be scored at this level, the child may do this in response to a prompt.]

- 2/12 During guided reading, Jake stopped at the word *rat* and slowed down, sounding it out aloud: /r/ /ă/ /t/.
- 11/10 During morning message, Nico helped the class write the word *music* on the line for the first message. He thought for a moment as he said each phoneme of the word slowly and then wrote “musik.”

## O

**Alphabetic knowledge**

Alphabetic knowledge is learning letter names, and the alphabetic principle is understanding the systematic relationship between a letter and its sound. Very young children do not differentiate between letters and other visual symbols but enjoy looking at pictures and noticing individual features (the mouth on a drawing of a face). They gradually begin to recognize letters as distinct characters, each with its own sound (or sounds). This is an “aha” moment that often begins with a child recognizing the letters in his or her name and is then generalized to other letters and their sounds.

**LEVEL 0****Child attends to visual images.**

The child looks intently at things around him or her, such as the features of a face, a pattern on a blanket, the objects on a mobile, a reflection in the mirror, or a high-contrast photo.

- 1/15 When Kara (a caregiver) held Bonita up to the mirror, Bonita looked at herself and patted the mirror.
- 6/10 Leo looked at the black and white images in the *Black on White* board book.

**LEVEL 1****Child plays with three-dimensional materials that have the characteristics of letters.**

The child manipulates materials with letterlike characteristics such as straight edges, rounded (curved) sides, circles, and angles (corners). This can include three-dimensional letters.

- 11/9 At choice time, Stephan put straight-sided and curved blocks into the dump truck.
- 5/25 At choice time, Malina covered the wooden letters with sand at the sand table.

**LEVEL 2****Child says or sings a letter.**

The child says or sings the name of a letter, for example, while rote singing the alphabet song.

- 3/18 At group time, Amari sang, “A-B-C-D-M-O-P.”
- 10/22 While looking at an alphabet book, Bernard said “B” when Molly (a caregiver) turned to the page with the letter S.

**LEVEL 3****Child identifies a letter.**

The child recognizes one uppercase or lowercase letter, often the initial letter in his or her name. [Note: If the child recognizes up to nine letters, score at this level. Check off each letter *at any time* you observe the child identifying that letter, for example, by reading it (naming it aloud) or by pointing to it when that letter is said.]

- 11/3 At greeting time, Sylvie pointed to the letters in her name on the sign-in sheet and named each one.
- 4/9 Before outside time, Lawrence pointed to the L on his cubby and said, “That’s my L.”

## LEVEL 4

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### Child identifies 10 or more letters.

The child can identify 10 or more uppercase and/or lowercase letters, often including a mixture of consonants and vowels. The particular letters depend on the child's name and the words he or she commonly sees in print. [Note: Check off each letter *at any time* you observe the child identifying that letter, for example, by reading (naming) it, or by pointing to it spontaneously or in response to a comment or question.]

- 2/28 At work time in the book area, while working on the alphabet-train puzzle, Royce used the picture of the train on the box to help him put the pieces in the right order. He correctly identified A, B, C, D, E, M, O, R, S, Y, and Z.
- 7/6 At work time in the art area, Alexis looked at the names on the small-group list and ink-stamped each name on an index card. She identified all of the 14 letters as she found them in the bin of stamps.

## LEVEL 5

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### Child uses invented spelling to sound out new words without adult prompting.

The child uses a knowledge of letter sounds to spell words that he or she does not yet know how to spell. (This may include writing the letters, typing them on a keyboard, choosing letters from a pile, or saying them.) To be scored at this level, the spelling does not have to be correct but should generally include the word's main consonants or consonants with a similar sound (for example, *DK* for *dog*), which can be in uppercase and/or lowercase letters. [Note: Do not score the child at this level if the words are familiar ones whose spelling the child is likely to have memorized, for example, the child's name or common words such as *mom* or *dad*.]

- 9/12 At work time in the book area, Anna picked out the magnet letters *I*, *L*, *F*, and *U* and put them on the metal board. Then she said, "It says, 'I love you.'"
- 5/23 At recall time, Drew wrote "PA KR" and said that he played cars with Justin and LaVon.

## LEVEL 6

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### Child identifies all letters.

The child knows all 26 letters of the (English) alphabet, including uppercase and/or lowercase letters. [Note: Check off each letter *at any time* you observe the child identifying that letter, for example, the child may read it (name it aloud) or point to it spontaneously or in response to a comment or question.]

- 1/13 At center time, Isa said to Mrs. Smith, "I'm trying to write the word *fantastic*. I have *F*, *A*, *N*, and *T*. What else do I need?" As Mrs. Smith said the rest of the letters, Isa wrote each one down.
- 5/23 At outside time, Carl pointed to the letters on the playground sign instructing adults to "Please Close the Gate." He identified the uppercase letters *P*, *C*, and *G*, and the lowercase letters *l*, *a*, *o*, and *t*.

## LEVEL 7

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### Child identifies at least two consonant blends and two vowel sounds.

Consonant blends (or clusters) appear at the beginning of words (for example, *br*, *cl*, *fl*, *gr*) or the end of words (for example, *ng*, *rk*, *st*). The child recognizes and pronounces consonant blends as well as short and long vowel sounds (for example, the short *a* in *cat* and the long *a* in *came*). [Note: Record each consonant blend or vowel sound *at any time* you observe the child identifying it. Score the child at this level when you have observed the child identifying at least two consonant blends and two vowel sounds.]

- 12/3 During morning messages, Eli looked at the word *Apple* on the lunch menu and sounded it out, saying "A, a, a, apple!" (short *a* sound).
- 3/17 During writers' workshop, Mohammed sounded out several words. He said, "Gr - een, gr-een, green!" and "Pr - i - ce, pr-i-ce, price!" (*gr* sound, *pr* sound, long *i* sound).

Children read pictures before they read letters and words. As they hear adults repeat the words in a familiar picture book, children come to understand that these exact words also appear in the marks on the page. Preschoolers read familiar symbols (stop signs, fast-food logos, and onscreen icons). These are all precursors to reading actual words. The first letters and words children read are often their names or other familiar words. As their alphabetic knowledge increases, they sound out more words and use other contextual cues to help them read.

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**LEVEL 0**
**Child gazes at a picture in a book.**

The child looks at the pictures in a book or other printed material, such as a postcard, sign, or magazine, that is held or propped up so the child can see it.

- 8/11 While sitting on Nora's (his caregiver's) lap, Peter looked at the pictures in the animal book.
- 12/4 Christiana gazed at the picture of the baby on the refrigerator door when Megan (her caregiver) carried her into the kitchen to get her bottle.

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**LEVEL 1**
**Child points to familiar objects in pictures and photos.**

The child points to an image of something familiar in a book, photo, or other printed material. The child may point spontaneously to something of interest or point in response to an adult comment or question (for example, "I wonder where the doggie is").

- 7/20 While looking at the animal book, Charolette pointed to the horse.
- 2/15 When looking at a family picture, Myles patted the picture of his mother when Carrie (his caregiver) asked, "Where's mama?"

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**LEVEL 2**
**Child "reads" a picture by labeling what he or she sees.**

The child looks at pictures and names the people, objects, and/or actions he or she sees. The child may name one or more objects in a single picture (for example, Mommy, Daddy, a sibling, and a pet in a family photo) or look for the same object across pictures (for example, point each time there is a dog on the page).

- 4/14 Before naptime, while looking at a picture of his family, Jamie pointed to his mother in the photo and said "Mama."
- 11/21 While listening to the story *Goodnight Moon*, Isabelle looked at the kittens and said, "Night-night 'itty."

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**LEVEL 3**
**Child identifies what a common symbol represents.**

The child recognizes a common symbol in the environment, such as a fast-food or product logo, a classroom area sign, or the universal "no" sign (an object or action with a line through it).

- 9/17 At cleanup time, Rashad put a work-in-progress sign on his cars. He pointed to the picture of the hand with a "no" symbol around it and said, "That says, 'Don't touch.'"
- 2/6 At planning time, Claire pointed to the house area symbol on the planning wheel and said, "House area."

#### LEVEL 4

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##### **Child reads two or more words.**

The child reads two or more words that he or she sees in print or has written. At this level, the words can include the child's own name and familiar words such as *mom* or *dad*.

- 3/9 Before snacktime, Avi read each child's name on the snack chart that was hanging on the wall.
- 8/11 At work time in the art area, Chantal wrote "MOM" and "DAD" on an envelope, and read them aloud to her teacher, pointing to each word.

#### LEVEL 5

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##### **Child reads three or more words in print (other than the names of self, family members, and/or friends).**

The child reads three or more words in print. To be scored at this level, the words cannot be written or dictated by the child (because those would be remembered rather than read) but must originate with someone else. Do not count familiar names of self, family members, and friends.

- 6/12 During work time, Jeremiah went to the word wall in the classroom and pointed to and said the words *dog*, *love*, and *book*.
- 4/28 At greeting time, Irene read a recall story that was written by her group. She read the words *Lego*, *baby*, and *computer*.

#### LEVEL 6

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##### **Child reads distinct words while following a line of text, reading new words by using letter sounds (alphabetic principle), picture clues (visual context), patterns of language (syntax), and/or vocabulary (semantics).**

The child reads each separate word in a line of text (that is, the child does not treat the words as a unified phrase he or she is merely repeating). The child may point and/or nod his or her head while saying each word. If the child does not know a word, he or she may try to read it or skip it. To decipher (read) unfamiliar words, the child uses various strategies and cues, including sounding out the letters, looking at associated pictures, building on the language patterns of previous text, and using the vocabulary he or she knows as a context for figuring out new words.

- 4/30 During math, Sana read the story problem, pointing to the words as she read, "Dad had six."
- 5/22 While reading to Ms. Murphy (his teacher), Bryce struggled with a word he did not know. Ms. Murphy reminded him he could skip the word, so Bryce read, "Ruff can do \_\_\_\_\_. Ruff can sit and stay." Then Bryce looked back at the sentence and re-read: "Ruff can do *tricks!*"

#### LEVEL 7

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##### **The child decodes (reads) a two-syllable word by breaking the word into syllables.**

The child sounds out the syllables in a word by using patterns such as *ing* or *ly*.

- 3/11 In reading group, Damien read the word *gladly* by sounding out *glad* and then saying "Ly, just like in only."
- 6/2 During book time, Felicity sounded out the word *coming* by breaking it into syllables.

## Q

**Book enjoyment and knowledge**

Children of all ages enjoy looking at books. Infants treat them like any other object but soon realize that books are in a special category that contains pictures and stories. Through repeated exposure to books, children begin to understand how books work, for example, that they are read front to back. They develop favorites and ask to have them read over and over. As their language and comprehension skills increase, children are also able to understand more of the content and sequence of books and pay attention to details of character, plot, and setting.

**LEVEL 0****Child touches, grasps, or mouths a book.**

The child treats a book as an interesting object to explore with all his or her senses.

- 10/30 Marcel patted the pages in a board book as he sat with Marilyn (his caregiver).
- 1/15 Ivy sat on her blanket and mouthed a board book.

**LEVEL 1****Child turns pages of a book.**

The child is interested in the book as an object to manipulate and enjoys turning its pages. He or she is not concerned whether the book is right-side up. The child may or may not pause to look at the pictures and may turn several pages at a time.

- 7/12 During outside time while sitting on a blanket, Nathan chose a book from the basket. He held it upside down and flopped the book open and shut several times.
- 10/9 At naptime, Natasha held a book and turned the pages backwards, several at a time.

**LEVEL 2****Child looks at a book front to back and turns the pages one at a time.**

The child now has a sense of how books work, namely that they are read front to back and that each page must be read in order. [Note: At this level, the child may name objects that he or she sees on the pages of the book but does not comment or elaborate on them, which is level 3.]

- 4/5 At greeting time, Evan looked at the book *Trains*, turning each page one at a time.
- 11/8 At work time in the book area, when Katie (a teacher) handed Emily a book upside down, Emily turned the book right-side up and looked at the book, turning the pages one at a time.

**LEVEL 3****Child uses a phrase or sentence to talk about a person, animal, object, or event pictured in a book.**

At this level, the child comments on something he or she sees in a picture or repeats some of the text associated with a page or picture in a book.

- 10/4 At work time in the book area, Eddie looked at the book *Chicka Chicka Boom Boom* and repeated the phrase, "Chicka chicka boom boom will there be enough room."
- 2/17 During greeting time, Destiny looked at the book *Good Night, Gorilla* with her mom. She said, "Now the monkey is letting the elephant out of his cage."

#### LEVEL 4

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##### **Child selects or requests a particular book.**

The child may remember a particular book or be interested in a certain subject (for example, dinosaurs). To be scored at this level, the child must show a preference for a particular book or subject matter (for example, selects the same book to read over and over again, chooses books on a certain subject, or hunts for a particular book). The child may request a particular book or state the book he or she wants to read before browsing through the selection of books.

- 3/3 At snacktime, when it was his turn to choose a story to read, Casey said, “I’m going to get the big green monster book!” (He always chooses this book.)
- 8/15 During a visit from the book mobile, Maya asked the librarian for a book about horses. She said, “I love horse books!”

#### LEVEL 5

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##### **Child explains why he or she likes a particular book or series of books.**

The child says why a book is a favorite of his or hers. The reason may be that the child likes the story or a character. In a series of books, the child may enjoy seeing how a particular story is connected to another or what the next adventures are for a particular character. [Note: To be scored at this level, the child may say this on his or her own or in response to a question.]

- 9/3 At greeting time, while listening to the story *Where the Wild Things Are*, Devon said, “I like this book because the monsters are silly.”
- 1/7 During greeting time, Olivia selected the book *Knuffle Bunny Too*. She said, “This one is my favorite. All the Knuffle Bunny books are my favorite. In this one, Trixie’s a big girl like me.”

#### LEVEL 6

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##### **Child retells in sequence four or more events in a story or book.**

The child can remember the order of at least four events in a story or book and tells them in the correct sequence. He or she understands the story’s logical progression and how events follow one another. [Note: In some books or cultures, a story is told in flashback, that is, the ending is told first. In such cases, when the child recites events, he or she knows that the beginning of the book actually tells how the story ends.]

- 2/17 After listening to the story *Jack and the Beanstalk*, Ana drew what happened in the story first, next, then, and last.
- 3/13 When Gina’s mother arrived, Gina told her about the story they had just heard: “The boy went for a walk. He saw lots of animals. A dog followed him, but the mom let him keep it!”

#### LEVEL 7

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##### **Child summarizes a book based on the story elements of character, setting, and events (plot).**

The child understands a book as a whole and coherently recaps all of its elements, including the main characters, the location, what happens, the problem or situation, and how it is resolved.

- 5/18 During center time, Jabbar completed a story map on the computer. He used faces to represent the two main characters in the story and drew a school to illustrate the setting. He showed it to Mr. Kingston, stating that the children (the two characters in the story) had both wanted the soccer ball but then decided to play together.
- 11/4 During guided reading, Vincent explained the problem of the story to the children at his table group: “The kids thought there was a monster in the house, but Scotty figured it out! It was just the hamster!”



Once children connect spoken and written words, they want to write to share their own ideas. Children actually “write” (scribble and draw) before they can read. Learning to make letters and numerals is another step along the writing continuum. They write letterlike forms (lines and curves), which develop into real letters and then into words. They adopt the writing conventions of their language. As their vocabularies and alphabetic knowledge increase, their writing likewise increases in length and complexity.

**LEVEL 0****Child grasps objects.**

The child grasps objects. These may be objects of any kind, but this grasping paves the way for later handling and using writing tools.

- 8/22 Chase reached for a rubber ring and picked it up.
- 6/25 Vivian picked up a clothespin, dropped it, and picked it up again.

**LEVEL 1****Child makes marks on a writing surface.**

The child holds a writing tool (such as a marker, wide crayon, or paintbrush) and makes a mark with it.

- 7/15 During group time, Kenyon made faint marks on his paper with a crayon.
- 12/4 During group time, Daphne dabbed her paintbrush on the paper.

**LEVEL 2****Child scribbles.**

A scribble is a continuous or related set of marks. These marks might be made in a continuous back-and-forth motion and could include straight or wavy lines, scrolls, or loops.

- 4/6 During choice time, Daniela used a crayon to scribble back and forth, covering most of her paper.
- 7/18 During outside time, Archie used the sidewalk chalk to make loopy scribbles on the pavement.

**LEVEL 3****Child writes discrete letterlike forms.**

The child has more control over his or her writing and makes forms that mimic the properties of letters or numbers, such as lines (vertical, horizontal, and/or slanted), circles, and half-circles.

- 11/2 Upon arrival, Orion wrote an O by his name and letter-link symbol on the sign-in sheet.
- 3/15 During work time in the art area, Brianna wrote lines and circles on a piece of notebook paper. She said, “This is my grocery list.”

#### **LEVEL 4**

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##### **Child writes five or more recognizable letters or numerals.**

The child writes at least five conventional letters or numerals. Often this includes letter(s) in the child's name and a numeral for his or her age.

- 1/12 Upon arrival, Elizabeth wrote "ELiBEH" by her name and letter-link symbol on the sign-in sheet.
- 2/16 At work time in the house area, Ling wrote "LING 4." She said, "This is my name, and I'm four!"

#### **LEVEL 5**

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##### **Child combines letters to form words (other than his or her name) for a purpose.**

The child strings together two or more letters (other than those in the child's name) to write a word. He or she writes the word for a purpose, such as labeling a picture, making a card, or creating a pretend-play prop. The letters can be copied from a sign, said by a teacher or another child, or invented by the child. Spelling need not be correct. [Note: If the child writes a string of random letters and tells the teacher it says something particular (but the letters have no connection to what the child identified), the anecdote should be scored at level 4.]

- 5/24 During choice time in the block area, Sadik asked his teacher how to write the word *open*. As she said the letters, he wrote them on the sign for his boat.
- 6/19 During work time in the art area, Jenna drew a heart and wrote, "HPE BRDA MOM" (for "Happy Birthday Mom").

#### **LEVEL 6**

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##### **Child writes a sentence, separating the words with spaces.**

The child strings together words to write a sentence. The child leaves spaces between words (though may occasionally forget this) to indicate that each represents a distinct thought or idea. The spelling need not be correct. If the child runs out of space, he or she may continue up or down the side of the page.

- 9/18 During morning work, Elena drew a picture of an animal in her journal. She wrote, "We wnt to the zu [We went to the zoo]."
- 12/1 During writer's workshop, Sanford wrote, "I like ice cream," using his finger to hold a space between each word.

#### **LEVEL 7**

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##### **Child uses writing conventions (in English) by writing several sentences from left to right in horizontal lines.**

The child follows the conventions of English when writing several sentences, for example, writing from left to right in horizontal lines and putting a period at the end of each sentence. When the child runs out of space, he or she goes to the left edge of the next line. The spelling need not be correct.

- 4/14 During center time, Ephram wrote a story of four sentences. When he ran out of room on one line, he went on to the next, moving his pencil to the beginning of the next line in his notebook.
- 1/31 During choice time, Lanie wrote her ideas on the dry-erase board. She wrote several sentences in the small space, moving to the beginning of a new line each time she came to the end of the board, and put a period after each sentence.





## MATHEMATICS

For young children, mathematics is about much more than rote counting. They count real things and love working with numbers. Children learn about geometry when they assemble puzzles and build with blocks, and explore measurement when they see who jumped the farthest. When children create patterns with art materials or movements, they lay the foundation for algebra. And when they collect quantitative information to answer their own questions (“How many of us want pretzels in the trail mix?”), they are doing data analysis. Look closely and you will observe these mathematics activities occurring spontaneously throughout the program day.

S

Number and counting

Children learn to count by counting things — objects, people, and events. For infants, developing number sense is as basic as grasping the “oneness” of an object. Toddlers learn number words. Through everyday experiences, preschoolers learn that number words (*one, two, three*) refer to quantity and gradually realize that the last number counted tells “how many” there are. Later, children begin to compare quantities and combine and separate numbers into their components.

**LEVEL 0**

**Child looks at, touches, or handles a single object.**

The child begins to develop the concept of “one” by viewing, touching, and/or manipulating single objects, such as a face, a hand or foot, or a rattle.

- 8/3 Lying on the mat, CJ looked at the ball next to him.
- 7/22 Outside, Blake held a pine cone, turning it over and over.

**LEVEL 1**

**Child uses a word, sign, or phrase to ask for “more.”**

The child indicates that he or she wants more of something. Requesting more indicates that the child understands that a quantity can be increased by more or one more.

- 2/13 At lunch, Maria held her empty bowl toward the bowl with the corn in it and said “More.”
- 7/11 During choice time in the block area, Joshua said “Mo” and went to get more blocks.

**LEVEL 2**

**Child uses a number word or rote counts.**

The child rote counts but does not yet have an understanding of what number means (that is, does not count with one-to-one correspondence).

- 1/14 While sitting on her teacher’s lap and looking at a number book, Elizabeth spontaneously said the words “three” and “one” as the teacher turned the pages.
- 10/29 During choice time in the block area, Mikey counted his cars, saying “1, 2, 3, 5, 3, 4, 5, 7!” while counting the same three cars over and over.

**LEVEL 3**

**Child consistently counts (with one-to-one correspondence) up to 10 objects.**

The child is developing a sense of number and counts up to 10 objects, associating one and only one number with each object counted (using one-to-one correspondence). The child may occasionally double-count (for example, 1, 2, 3, 4, 4, 5) or skip a number (for example, 1, 2, 3, 4, 5, 6, 8). He or she may not realize that the last number counted represents the total. [Note: If a child consistently double-counts (counts the same objects over again), score at level 2.]

- 5/30 At work time in the toy area, Cheyenne counted out toy monkeys — “1, 2, 3, 3, 4, 5” — and gave them to her teacher.
- 8/19 At snacktime, Keira counted seven goldfish crackers on her plate. She touched each cracker as she counted (and there were seven crackers).

#### **LEVEL 4**

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##### **Child identifies four or more single-digit numerals.**

The child can identify four or more numerals from 0 to 9. [Note: Check off each numeral *at any time* you observe the child identifying that numeral, for example, by reading (naming) it, or by pointing to it spontaneously or in response to a comment or question.]

- 5/18 At choice time in the house area, Samuel called the doctor. He said, “3, 7, 5, 2” as he punched those numbers into the cell phone.
- 6/19 At work time in the toy area, while playing a board game, Anya spun the number spinner (with numerals 1–9 on it). She said the numeral when the spinner stopped on it and moved her game piece that many spaces. She did this for the numerals 4, 1, 5, and 8.

#### **LEVEL 5**

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##### **Child counts (with one-to-one correspondence) more than 10 objects and says the last number counted tells how many.**

The child correctly counts more than 10 objects and knows that the last number he or she says tells how many objects there are in total (for example, the child counts correctly to 12 and says there are 12 objects).

- 4/14 At work time in the toy area, Maggie counted 13 pegs. She said, “I’ve got 13!”
- 7/23 Upon arrival, Akio counted each child’s cubby symbol. He turned to his uncle and said, “There are 18 kids in my room!” (He was correct.)

#### **LEVEL 6**

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##### **Child says how many more or fewer are in one set than in another set.**

The child counts two sets of objects and says whether they have the same number (quantity) or, if they are different, how many more or fewer there are in one set than the other. [Note: If a child says one set has more than the other but cannot yet say by “how many more,” do not score at this level.]

- 1/28 During center time, Anton counted the black cubes and Michaela counted the blue cubes. “I have 15!” Anton said. “There’s 14 blues,” replied Michaela. “Mine are one more,” said Anton. [Anecdote is for Anton]
- 9/22 During math time, Naomi passed out papers to two table groups. She counted eight children at the red table. Then she counted five children at the yellow table and said, “There’s three more kids at the red table.”

#### **LEVEL 7**

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##### **Child composes and/or decomposes a number in two or more ways.**

The child puts together or takes apart items in sets of up to nine objects. He or she knows, for example, that five can be put together (composed) of two plus three, four plus one, or two plus two plus one. Likewise, the child knows five can be divided (decomposed) in these same combinations.

- 2/10 During center time, Jonathan rolled the big dice to make sums. He rolled 3 and 1. He said, “Hey, that’s 4. Know what else is 4? — 2 and 2, and 0 and 4.”
- 5/19 During math workshop, Gretchen made tally marks on her whiteboard for the ways to make 7. She tallied 1 and 6, 3 and 4, and 2 and 5.

T

# Geometry: Shapes and spatial awareness

Infants look at shapes, and toddlers instinctively match and sort them, long before they learn the names of shapes. Infants and toddlers move their bodies and objects, eventually attaching simple position, direction, and distance words to them. Preschoolers begin to recognize what makes a shape a shape (triangles have three sides and three corners) and compare shapes. Older children master a variety of shape and spatial concepts and use them to solve spatial problems.

## LEVEL 0

### Child tracks a moving object.

The child follows an object or person with his or her eyes. As the child's focus improves, he or she can better distinguish the outlines of objects. This eventually allows the child to become aware of the contours of distinct shapes.

- 12/6 As Kristin sat in her bouncy seat, her eyes followed Kimmy (her caregiver) when she walked back and forth across the room.
- 6/12 Outside, while sitting on Jessa's (the caregiver's) lap, Mario watched the swing moving back and forth.

## LEVEL 1

### Child fits an object into an opening that is the correct size.

The child fits an object into an opening of the appropriate size. If the child discovers an opening is too small, he or she may look for something with a bigger opening.

- 3/16 During choice time in the toy area, Aiden put the shapes into the correct slots of the shape sorter.
- 10/11 During outside time, Juana placed rubber balls into a tennis ball canister.

## LEVEL 2

### Child moves him- or herself or objects in response to a simple position or direction word.

The child moves his or her own body or an object to demonstrate an understanding of basic spatial words such as *on* and *under*, *up* and *down*, and *in* and *out*.

- 4/16 During cleanup time, when her caregiver told her to put the ball in the basket, Avery did so.
- 9/27 During choice time, when Cody called "Sue?" Sue (his caregiver) said, "Cody, I'm here, under the loft." Cody walked to the loft and looked underneath it to find her.

## LEVEL 3

### Child recognizes and names two-dimensional shapes (circle, triangle, square, rectangle).

The child can say the names of basic two-dimensional shapes. The child may recognize and name shapes from everyday objects in the classroom environment.

- 4/30 During work time, Braden looked up at the clock on the wall and said, "Hey, the clock is a circle!"
- 3/19 During small-group time, Ashley named both the triangle and the rectangle sticker as she put them on her picture.

#### **LEVEL 4**

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##### **Child transforms (composes or decomposes) shapes and identifies the resulting shape(s).**

The child puts together (composes) or takes apart (decomposes) shapes to make another shape, aligning and rotating them as needed, and says the name of the resulting shape.

- 3/10 During small-group time, while working with the Magna-Tiles, Lucas took apart a square and said, “I made two triangles.”
- 11/2 During work time at the sand table, Olinda filled two square molds with sand and dumped them out next to each other. She said, “Look, I made a rectangle!”

#### **LEVEL 5**

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##### **Child describes what makes a shape a shape (identifies shape attributes).**

The child describes the characteristics of a shape, for example, that triangles have three sides, rectangles have four edges and four corners, squares are like rectangles but all the sides are the same, and/or circles are round.

- 10/7 During work time in the toy area, Payton put a rubber band on the geoboard and said, “I made a square. It has four sides.”
- 2/16 During work time in the toy area, while working with the pattern blocks, Adam fit many pattern blocks together in a mosaic-type design. He pointed to an opening and said, “I’m looking for one with three points. I need a triangle.”

#### **LEVEL 6**

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##### **Child names a three-dimensional shape (cube, cylinder, pyramid).**

The child identifies basic three-dimensional shapes. These shapes may include cube, cylinder, or pyramid.

- 9/20 At center time, Jaden said, “These are blocks, but I can call them cubes.” (They were cube shaped.)
- 4/19 During art, Prema chose a tube to create her sculpture. “I need the cylinder to make the neck,” she said.

#### **LEVEL 7**

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##### **Child describes three-dimensional shapes to compare their similarities and differences.**

The child identifies the characteristics of three-dimensional shapes and says what is the same and/or different about them. For example, the child compares the number of sides in a cube versus a pyramid and/or notes whether their sides are “flat” or “slanted.”

- 2/12 During a meeting on the carpet, Juan explained that “cylinders have circles on the top and bottom, but cubes have squares.”
- 3/5 During math workshop while working with geometric solids, Kahn said, “This pyramid has four triangles and one square. This box has four rectangles and two squares.”



U

Measurement

The motivation to measure comes from children’s interest in comparing things: Who is older? Whose road is longer? Infants explore one object at a time but as children handle two or more things, they become aware of measurable properties that differentiate them (for example, this one feels heavier). As language develops during toddlerhood and preschool, children learn basic measurement terms and explore the tools used to measure. Children gradually learn how to measure correctly by using the same unit, starting at the baseline, and not leaving gaps or overlaps while measuring.

**LEVEL 0**

**Child explores (looks at, touches, handles) one or more objects with measurable attributes (size, weight).**

As the child uses all the senses to investigate objects, he or she gradually becomes aware of properties that are measurable. The child has no labels for these properties; he or she simply experiences these differences (for example, something that is big, something that is heavy).

- 6/17 Natima handled both the beanbag filled with rice and the beanbag filled with cotton batting.
- 2/4 Outside, Dev’s eyes gazed up and down the large oak tree.

**LEVEL 1**

**Child fills a container.**

Size is an attribute the child often pays attention to. He or she enjoys putting things in containers of various sizes.

- 4/6 During choice time, Asia filled a large wooden bowl with pine cones.
- 12/19 During outside time at the water table, Tayshon used a cup to put water in a bucket.

**LEVEL 2**

**Child nests or stacks four or more objects by size.**

The child nests or stacks at least four objects (such as nesting cups) from the biggest to the smallest or the smallest to the biggest.

- 11/3 During choice time, Jerry put four graduated bowls one inside the other, from smallest to largest.
- 2/8 During choice time, Aleena stacked four blocks from largest to smallest.

**LEVEL 3**

**Child uses a measurement term.**

The child uses a measurement term to describe one thing but does not compare it to another thing. The term is simply used to name or identify a specific characteristic. For example, at this level, a child may use the words *big*, *bigger*, and *biggest* all to describe something as big, without comparing it to the size of something else. [Note: If a child describes something using the word endings *er* or *est*, determine whether this is a true comparison. If so, score at level 4. If not, score at level 3.]

- 2/7 Outside, when going down the hill on a sled, Jinhai said, “My sled is the fastest too.”
- 10/7 During work time in the block area, Ayla said, “Look, my barn is really big.”

#### LEVEL 4

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**Child directly compares or orders things based on measurable attributes using the word *same* and words with *er* and *est* endings.**

The child orders things by directly comparing them with each other and describes them by using the word *same* and the word endings *er* and *est*. [Note: If a child describes something using *er* or *est* word endings, it is important to determine whether or not this is a true comparison. If so, score at level 4. If not, score at level 3.]

- 1/18 During small-group time, Zachary stacked pegs and compared them to Ian's stack. He said, "Ours are the same." He added several more pegs and said, "Mine is taller now."
- 4/11 During work time in the art area, Regina cut lengths of yarn. She laid them out on the table next to one other and said, "The red one is the longest."

#### LEVEL 5

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**Child uses standard measuring procedures.**

When measuring, the child follows standard procedures, that is, measures using the same unit, begins measuring at the baseline, and neither leaves gaps nor overlaps units while measuring.

- 2/26 At small-group time, Carla measured her tape line with inch cubes. She started at the beginning of the tape and lined up her inch cubes one after another. She said, "My line is 18 blocks long."
- 8/4 At work time in the block area, Justin wanted to see how tall his "castle" was. He stacked pegs next to his castle. He counted them and said, "My castle is 15 pegs and a little bit of this extra one."

#### LEVEL 6

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**Child measures something using two different units and explains why the outcome is different.**

At this level, the child knows that measuring something with two different units will result in two different outcomes, even though the size of the object stays the same. For example, he or she may anticipate that measuring something with a smaller unit (a paperclip) will result in a larger outcome (number of units) than measuring the same object with a longer unit (a pencil).

- 6/2 At center time, Moira lined up the Unifix cubes along her notebook. She counted the cubes and said, "It's 10." When Mrs. Kim wondered what else she could use to measure, Moira said "Crayons." She measured her notebook with crayons and said, "It only took four. The crayons are bigger."
- 11/7 Outside on the playground, Jessa counted the bricks on the low wall. She said, "This wall is 34 bricks long." She measured the wall with a jump rope and said, "It takes three and a bit more jump ropes. The jump rope is way bigger than the bricks."

#### LEVEL 7

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**Child, on his or her own, correctly measures using a standard measuring unit and says what the unit measures.**

The child uses standard units when measuring and says what each type of unit measures. The units include those for length, weight, and volume and are appropriate to what is used in that country (for example, inches and feet in the US versus centimeters and meters in Canada).

- 12/8 During math workshop, Sara added scoops of beans to the balance scale. She carefully added more. When Mr. Thompson asked what she was doing, she said, "I want it to be 20 ounces. I think I need one or two more beans to make it right."
- 2/22 At recess, Cecilia used a yardstick to measure how far she jumped. She jumped, drew a line in the dirt to mark where she landed, and measured the line. She said, "I jumped 15 inches!"

Children become aware of patterns in objects, movements, sounds, and events. They do this through their own observations and when adults call their attention to them. This awareness grows as children progress from handling single objects, to lining up and ordering objects, to noticing regularities in the arrangement of objects. For example, some patterns repeat (for example, red-blue-red-blue-red-blue), while others change in predictable ways (for example, as age increases, so does height). Working with patterns and relationships is the basis for studying algebra later in school.

**LEVEL 0**

**Child looks at or handles one object and then another.**

At this level, the child works with single objects (looking at or touching one object and then another, transferring something from hand to hand), rather than attending to more than one object at time. When the child is finished exploring one object, he or she may move on to another object.

- 1/19 Lucy looked at the rattle that Justine (her caregiver) had placed in her hand and then looked back at Justine.
- 6/7 Dante picked up a large metal jar lid, turned it around in his hands, and looked at it. He dropped it and picked up a different lid.

**LEVEL 1**

**Child gathers three or more objects.**

The child now works with more than one object at a time. He or she groups objects into sets of three or more. Although the child does not yet explore the relationship between objects, just seeing them together lays the foundation for organizing them later on.

- 2/17 During choice time, Armondo carried a pail and put a cup, a toy horse, and a Mason jar ring in it.
- 9/16 Outside, Augustina found a stick, a rock, and several leaves. She put them all in a pile.

**LEVEL 2**

**Child lines up three or more objects one after another.**

The child lines up objects (not necessarily in a straight line). Although the objects are not arranged in order, seeing them beside one another helps the child become aware of their properties so he or she can later spot patterns and relationships.

- 2/6 At group time, Anna took the rocks from her basket and placed them in a line.
- 11/19 At choice time in the house area, Hakim lined up the cups on the table.

**LEVEL 3**

**Child recognizes, copies, or extends an existing simple pattern (such as ABABAB or AABBAABBAABB).**

The child attends to simple alternating patterns (such as ABABAB or AABBAABBAABB). The child demonstrates his or her awareness by naming the pattern (for example, red-blue-red-blue-red-blue), copying the pattern, and/or extending an existing pattern.

- 3/8 At work time in the book area, Sophia looked at the striped fabric on the pillow. She said, "Look, it goes yellow-green-yellow-green."
- 9/28 At work time in the toy area, Caleb noticed that Beth had created a pattern with the pegs. He handed her a red peg and said, "This comes next." [Anecdote is for Caleb]

#### LEVEL 4

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##### **Child creates a unique (not copied) simple pattern with at least three repeats.**

The child makes up a simple pattern that repeats at least three times. The pattern might be visual (such as alternating red and blue beads) or based on movement (such as alternating pats to nose and shoulders). To be scored at this level, it must be an original pattern of the child's, not one copied from someone or somewhere else.

- 12/9 During work time in the art area, Hayden made a bracelet for her sister, stringing the beads in a red-blue-red-blue-red-blue pattern.
- 5/9 During large-group time, Isaac had an idea for a movement pattern. He demonstrated a shoulders-head-shoulders-head-shoulders-head sequence.

#### LEVEL 5

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##### **Child creates his or her own (not copied) complex pattern (such as AABAABAAB or ABCABCABC) with at least three repeats.**

The child makes up a more complex pattern (such as AABAABAAB or ABCABCABC) that repeats at least three times. As with the previous level, the pattern might be visual or based on movement, and it must be original rather than copied.

- 7/18 During work time in the art area, Lydia used a marker to create a striped border around her picture. She did red-green-blue-red-green-blue-red-green-blue all the way around.
- 8/12 Outside, Juan showed another child his “fun way” to get to the slide. He went hop-hop-jump-hop-hop-jump-hop-hop-jump all the way to the slide.

#### LEVEL 6

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##### **Child translates a pattern into sounds, symbols, movements, and physical objects on his or her own.**

The child uses a pattern in one form (such as a visual pattern) to create a pattern in another form (such as a sound pattern). For example, the child might translate the written pattern 122122122 into a sound pattern that goes soft-loud-loud-soft-loud-loud-soft-loud-loud. The child must originate the idea, and the pattern must be repeated at least three times.

- 10/12 In music class, Cole created a pattern using the bongos to match the symbol pattern on the wall. He hit the drums soft-hard-soft-hard-soft-hard to match the XOXOXO pattern.
- 12/14 During math workshop, Serena looked at the AAABAAABAAAB pattern on the whiteboard and lined up her blocks red-red-red-blue-red-red-red-blue-red-red-red-blue.

#### LEVEL 7

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##### **Child explains how increasing and decreasing patterns work.**

An increasing or decreasing pattern (algebraic function) is one in which there is a systematic relationship between one thing going up and another going up or down (for example, as age increases, so does height; for each scoop of cereal added to the bowl, the level in the box goes down). The child at this level recognizes these connections, which sets the stage for further algebraic understanding in later years.

- 4/1 During morning meeting, after Mrs. White pulled two children's name sticks from the helper jar, Justine said, “Every day the helper jar loses two kids and the helped jar gets two more kids. Pretty soon, the helper jar will be empty and the helped jar will be full.”
- 3/31 During free play, Tyrone fed the class guinea pig (Sniffy) one scoop of food. He said, “Miss Lockhart, we're going to have to buy more food. Every time we feed Sniffy, the food in the container goes down some more.”

Although they do not go about this process as systematically as adults, children nevertheless enjoy gathering and recording quantitative (numerical) information. As with other areas of early mathematics, infants focus on single objects or events. By toddlerhood, children group things into collections that they later learn to quantify and compare. Preschoolers can begin to represent this information on simple charts and make sense of the data. Gradually, children begin to ask their own questions that can be answered by gathering and interpreting data.

### LEVEL 0

**Child shows interest in (looks at, touches, handles) one object from a collection of objects.**

The child, when presented with a set of objects (such as a basket of small blocks or a mobile with several hanging parts), focuses his or her attention on one of the items. He or she might look at the item of interest, reach for or touch it, attempt to grasp it, and so on.

- 11/21 While lying on his blanket, Lucas reached for the shiny ring that was among several toys next to him.
- 1/15 While lying under the animal mobile, Alexis watched the zebra swing back and forth.

### LEVEL 1

**Child collects objects.**

The child gathers objects into a pile. He or she may gather all of them together from a loose arrangement and/or pick out objects from a bigger collection to gather into a smaller pile. [Note: The objects the child gathers do not need to be similar or related to one another.]

- 10/25 At choice time in the toy area, Javier took several cars from the car box and put them on the floor next to him.
- 5/16 At free play, Rachel crawled around the rug, picking up yarn balls and putting them in her basket.

### LEVEL 2

**Child groups things into two or more collections.**

The child gathers objects into at least two piles. The child may divide an entire set of objects into two or more sets and/or select only some objects from the set to include in his or her piles. [Note: The objects the child groups do not need to be similar or related to one another.]

- 2/19 At group time at the water table, Ellie gathered fish figures. She put some in her cup and some in Evan's cup.
- 6/8 At outside time, Marley made three piles of gravel on the blacktop.

### LEVEL 3

**Child represents information (data) in concrete ways.**

The child organizes simple information using concrete objects (for example, a toy, a block, him- or herself) to show what group or category the information belongs in.

- 5/16 Before leaving for a field trip, Miss Johnson asked all the children in Mr. Scott's group to stand on the blue rug and all the children in her group to stand on the red rug so they could be in groups to get on the vans. Annalee went to the red rug (she was in Miss Johnson's group).
- 2/7 At recall time, Dewei put a teddy bear counter on the block area sign to show where he played at work time.

#### **LEVEL 4**

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##### **Child represents information (data) in *abstract* ways.**

The child records simple information in a less direct way (such as making a tally mark or writing his or her name) on a list, chart, or simple graph.

- 12/4 At snacktime, Josie made a tally mark under the picture of the goldfish on the chart to indicate that she liked the goldfish crackers in the trail mix.
- 6/19 At recall time, Zoey wrote the letter Z under the art area, house area, and water table columns on the recall chart to show where she had played that day.

#### **LEVEL 5**

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##### **Child interprets information (data) *from a representation*.**

The child makes sense of the data recorded on a list, chart, or simple graph. For example, the child looks at the number of tally marks and concludes that more children like apples than pears.

- 11/9 At the end of work time, Tomas looked at the sign-up list for the three computers and said, “Man, lots of kids used Computer 2 today.”
- 6/19 At recall time, Kevin looked at the recall chart, counted where Zoey wrote her Z, and said, “Zoey went to three areas today.”

#### **LEVEL 6**

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##### **Child applies information (data) *from a representation*.**

After interpreting the information recorded on a list, chart, or simple graph, the child uses that information to answer a question or solve a problem. For example, after seeing that there are more tally marks next to apples than pears on a chart of children’s favorite fruits, the child concludes that the class should buy more apples at the farmers’ market.

- 2/2 During morning message, after the class tallied which rainforest animal they wanted to study, Jackson said, “Lots of kids want to do jaguars, but kids didn’t pick tapir. Maybe they don’t know what it is; that’s why they didn’t pick it.”
- 3/9 During center time, Alexis looked at the bar graph and said, “More kids like chocolate than vanilla. I guess I should bring chocolate cupcakes on my birthday!”

#### **LEVEL 7**

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##### **Child poses a question of interest and collects and interprets information (data) to figure out the answer.**

The child identifies the type(s) of quantitative (countable) data needed to answer a question of interest to him or her. To be scored at this level, the child must do more than ask a question. The child must also collect and interpret the information.

- 1/18 During morning meeting, Dustin asked how many kindergartners rode the bus. Mary said it was a lot. Dustin said he was going to count all the kids that stood in the bus line and all the kids that stood in the walker line. At the end of the day, he did so and told Mrs. Albright that there were “a lot of bus riders — 18,” and “not so many walkers, only 4.”
- 12/6 At lunchtime, Jasmine wondered how many children received the school lunch and how many children brought their own lunch. When Mrs. Gainsley asked her how she could find out, she said, “I know, I could make a chart.” At choice time, she made a chart and tallied what each child in the class did for lunch. She excitedly brought the chart to Mrs. Gainsley and said, “It’s almost even. Twelve kids bring their lunch and 11 kids get school lunch.”





## CREATIVE ARTS

The creative arts encompass art, music, movement, and pretend play. For young children who are just developing language, the creative arts provide another means of expressing themselves. In the early years, art is all about exploration. It should focus on the process of discovery rather than on a product or performance. Infants enjoy the sensory properties inherent in the arts. Toddlers use art materials, and their voices and bodies, with increasing control. Preschoolers, who are beginning to hold mental images in their minds, use all the arts to represent their feelings and ideas. Older children demonstrate increased ability to represent their ideas and to appreciate art in all its forms.



# CREATIVE ARTS

X

## Art

Children use two- and three-dimensional materials to draw and paint, mold and sculpt, and build and assemble. Infants experience art's sensory qualities, while toddlers explore shape, color, and texture as they practice using art materials and tools. Preschoolers progress from making accidental to intentional representations and gradually add more detail and complexity to their creations. By kindergarten, children begin to use the elements of art to create specific effects.

### LEVEL 0

#### Child explores materials with different textures and colors.

The child investigates the visual and textural properties of materials. Visual characteristics that the child pays attention to include bright colors, bold patterns, and light and shadow. He or she experiences texture by mouthing objects and feeling them against the skin.

- 3/28 As Layla lay on her blanket, she rubbed her hand back and forth over the silky edge.
- 10/3 Outside, Liam crumpled the dried leaf.

### LEVEL 1

#### Child explores art materials.

The child begins to explore what he or she can do with art materials. Primarily using his or her hands, the child smears paint, crumples paper, bangs blocks or other building materials, and pokes or squeezes play dough.

- 2/12 At group time, Wyatt rubbed finger paint all over his hands.
- 9/30 At choice time, Trinity patted play dough and then poked her fingers into it when she saw Marybeth (a teacher) do it.

### LEVEL 2

#### Child uses art materials to build, make discrete marks, or to mold or flatten.

The child uses art materials with greater manual dexterity. For example, the child may build a small tower, scribble with a crayon, or flatten play dough. He or she is not interested in making something, but rather wants to purposefully observe the effects of his or her explorations and gain greater mastery and skill with the material.

- 4/15 During choice time, Cole stacked the cardboard blocks around himself.
- 10/6 At group time, Amanda pushed down and leaned on a piece of clay, pried it off the table, squeezed it back together into a lump, and flattened it again.

### LEVEL 3

#### Child uses art materials, notices an unintended result, and says what it looks like.

The child accidentally makes something and notices that it resembles something familiar. For example, the child may roll clay into a log and see/say it looks like a snake. [Note: If the child sets out to make something specific, he or she should be scored at level 4.]

- 9/23 At work time in the block area, Alonso set several blocks on end. He looked at them and said, "They look like trees."
- 3/2 At work time in the art area, Midori drew circles over and over. She looked at what she did and said, "Look, I made chicken pops."

**LEVEL 4****Child makes simple representations with a few details.**

The child sets out to make something specific. At this level, for example, the child may draw a person with a circle for a head and lines coming out of the circle for the arms and legs. The details may include two dots for the eyes and a line for the mouth. [Note: If the child explores materials and only afterward decides that what he or she made looks like something specific, score the child at level 3.]

- 12/14 At work time in the art area, Lonnie used markers to draw a “tree.” His drawing included a line, a circle on top of the line, and red dots inside the circle.
- 10/6 At work time in the toy area, Anika said, “I’m going to make a plane.” She snapped several Duplos together and flew it around the room.

**LEVEL 5****Child makes a complex representation with many details.**

The child’s representation has many details. For example, if the child is representing a person, he or she draws a head with a body (including arms and hands, legs and feet, eyes, a mouth with teeth, hair with a barrette). A drawing of his or her family might include members in different sizes and their distinguishing features; and one of a fire truck, the wheels, hose, ladder, windows, and an axe.

- 3/7 During small-group time, Paolo used crayons to draw a “picture of his mom.” He drew a head; body; arms and legs; and face with a mouth, two ears, a nose, and hair. He added earrings to each ear, eyelashes to the eyes, and a black arch to the top of the hair that he called the “hair thingy like Kylie wears.”
- 6/13 At work time in the art area, Ella constructed a “doll” out of a detergent bottle. She used tissue paper to make a dress and drew pockets on it with a marker. She stuffed a sock and used it for the face. She added yarn hair and put the hair in two ponytails. She taped on craft sticks for arms and drew a bracelet on one of them.

**LEVEL 6****Child notices how artistic features (such as color, line, and texture) connect to feelings and ideas.**

The child shows an appreciation of visual art by stating how artists use the elements of art to show emotions and/or thoughts. For example, the child may say intense colors represent strong feelings, a crowded canvas looks busy, or a sculpture with a smooth surface is safe or gentle.

- 1/13 While listening to his partner read *When Sophie Gets Angry*, Jensen said, “Look, she’s really small up in the tree. She feels all alone.”
- 2/17 At dismissal, Ryann talked about the Paul Klee poster on the classroom wall. “It has so much dark blues. It makes me think about storms,” he said.

**LEVEL 7****Child explains how he or she uses an element of art to create artistic effects or express feelings and ideas.**

The child uses an artistic element (such as color, line, texture, proportion, or perspective) and explains how it creates a specific visual effect and/or expresses a thought or feeling.

- 9/6 During art, Caleb painted “grass” with thick and thin brushes. He said, “I used the thick brush to paint the field dark green and the thin brush and light green paint to make the pieces of grass because they’re skinnier.”
- 10/10 At journal time, while working with colored pencils, Jessica drew a group of children in the middle of the page and a tiny girl in the corner. She said, “I made me little and far away because I feel lonely. The other kids said they didn’t want to play with me at recess.”

Children experience sounds and music by listening, experimenting with their voices, singing, and playing simple instruments. Young children and music are natural partners. Newborns respond to music by wriggling with pleasure or being lulled to sleep. Toddlers babble in musical tones and repeat song fragments. Preschoolers modify their voices during pretend play and build up a repertoire of familiar songs. Older children learn more complicated songs and become familiar with a growing variety of musical instruments.

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**LEVEL 0**
**Child calms or alerts to sounds, tones, or music.**

The child calms to a soothing sound and/or alerts to an interesting sound. For example, he or she may stop crying when a trusted adult sings a lullaby or settle when hearing music.

- 11/3 While lying on his blanket, Johnny turned his head when he heard the music that Annabelle (his caregiver) turned on.
- 4/18 Bryce stopped crying and relaxed in Marilyn's (his caregiver's) arms when she started humming his name.

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**LEVEL 1**
**Child responds to other people singing by joining in with vocalizations or corresponding motions.**

The child responds by making sounds that vary in length or pitch, or making the accompanying motions, when other people are singing. [Note: Unlike cooing and babbling, the child's vocalizations at this level are more melodic and connected.]

- 10/14 At his naptime, Andre responded, "Ooooooh, ooooooh" when his caregiver sang a lullaby.
- 4/22 At group time, when the class sang "The Wheels on the Bus," Mia did the steering motions.

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**LEVEL 2**
**Child requests a song using a word or gesture.**

The child recognizes a song as distinct from speaking or other noises. The child may request a song by saying a word from the title or song or by doing a motion from the song.

- 8/12 At group time, Lana jumped from a crouching to a standing position to indicate she wanted the group to sing "Pop Goes the Weasel."
- 3/3 At outside time, Blair said, "Sing spider," and smiled when his caregiver began to sing "The Eensy-Weensy Spider."

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**LEVEL 3**
**Child modifies his or her voice when singing parts of a song.**

The child adjusts the pitch (highness or lowness), volume (loudness or softness), or other characteristics of his or her voice when singing parts of a song. For example, when singing a song, the child might use a deep voice for a monster or a squeaky voice for a mouse.

- 9/8 At large-group time, Leshia sang "Sticky sticky sticky bubble gum" in a baby voice.
- 7/25 At large-group time, Antoine sang "Eensy-weensy spider" and "Down came the rain" in a loud voice.

**LEVEL 4****Child explores the sound of a simple rhythm instrument in three or more ways.**

The child uses an instrument in different ways to alter the sound it makes, for example, by tapping, rubbing, shaking, or striking it.

- 5/7 At large-group time, Jason played the tambourine by shaking it, striking it with his hand, and tapping his fingers on it.
- 10/19 During work time in the music area, while playing with the guiro, Catherine rubbed the stick across its ridges, tapped on it with the stick, and put marbles in the holes and shook it.

**LEVEL 5****Child sings all of the words in a familiar song.**

The child sings the chorus (the repeated part) and all the verses in a simple familiar song. For example, he or she sings “Old MacDonald had a farm, E-I-E-I-O” and also sings the verses with the names of the various animals.

- 10/6 At work time in the block area, after constructing a “bus” out of chairs, Tyson sang all the words to “The Wheels on the Bus,” including verses about the driver, the horn, and the baby.
- 8/4 During outside time, Savannah and Allison sang all the words to “Three Little Ducks Went Out to Play” while swinging in the tire swing. [Anecdote is for Savannah and Allison]

**LEVEL 6****Child sings all or most of the chorus and nonrepetitive verses to a complex song.**

The child sings the chorus and verses of a complex song, that is, one with many pitches (10 or more notes) and many nonrepeating verses. Examples include “Puff, the Magic Dragon” and “There Was an Old Lady Who Swallowed a Fly.”

- 4/14 During circle time, Wanda joined the class and sang all of the words to “Puff, the Magic Dragon,” including the chorus and verses.
- 3/16 In music class, Gabe sang “Kookaburra.” He sang the first two verses, including the chorus.

**LEVEL 7****Child recognizes the sounds and uses the names of musical instruments.**

The child identifies the sounds and knows the names of musical instruments. To be scored at this level, the child must be familiar with more than rhythm and percussion instruments (such as the drum, xylophone, and piano). He or she should also know the sound and name of other instruments such as the violin, trumpet, and flute.

- 12/3 During music class, Heather listened to a marching band song. “I hear the trumpet!” she exclaimed, as she identified the trumpet as soon as the instrument entered the piece.
- 5/6 During circle time, while waiting for the music to come on, Clara said, “I hope this one has the flute. It sounds like a whistle. I love it.” Then she pretended to hold a flute to the side of her face and made a high-pitched “Whewwww” sound.

## Z

**Movement**

Children explore moving their whole bodies, or parts of their bodies, with and without music. Infants are all about movement! These movements become more varied in toddlerhood; at this age children enjoy learning the names of simple movements and responding to music with movement. By preschool, children experiment with different types of movement and connect specific movements to the features of music. As children become older, they begin to sequence movements and dance.

**LEVEL 0****Child turns head, waves arms, or kicks legs while lying on his or her back.**

The child moves his or her head and limbs in response to the voice or presence of someone else or as an expression of interest in an object or event.

- 5/19 While lying on his back, Huang kicked his legs when Shari (his caregiver) spoke to him.
- 8/7 Hannah turned her head when another child walked by her bouncy seat.

**LEVEL 1****Child stands and bounces in response to music.**

The child stands and bounces up and down or rocks back and forth to music. The child may hold on to something for support while doing this.

- 10/16 During group time, Maizie held on to the table and bounced up and down to the music.
- 4/28 During group time, Samuel stood and bounced up and down while the rest of group (caregivers and toddlers) sang the song “Row, Row, Row, Your Boat.”

**LEVEL 2****Child moves actively to music.**

The child may turn his or her body; move his or her arms back and forth, around, or overhead; step from foot to foot; and/or stomp.

- 6/14 During group time, Mateo turned round and round when “Gaelic Waltz” was played.
- 12/9 During group time, Imani stomped and waved her arms to the music.

**LEVEL 3****Child names and does a movement.**

The child carries out a movement and uses a word to describe it. Simple movement words at this level may include *walk*, *march*, *kick*, *jump*, *run*, and *hop*. To be scored at this level, the child may either demonstrate and then name the movement or do the movement after naming it.

- 1/15 At large-group time, Dylan said, “I know, let’s do this” and demonstrated marching for others to try. When Shannon (his teacher) asked him what that was called, he said “Marching!”
- 10/6 During outside time, Sydney said, “Watch me jump!” and she jumped over and over.

**LEVEL 4****Child maintains a steady beat for at least eight beats.**

The child recognizes and moves to the steady beat. The steady beat might be in music, in a movement initiated by the child, or in a steady beat initiated by someone else.

- 11/21 During work time in the woodworking area, Danica hammered the nail into a board. She pounded the nail in a steady beat for more than 10 counts.
- 3/7 During large-group time, when the “Alley Cat” music was played, Timmy patted his knees to the beat of the music for the whole first part of the song.

**LEVEL 5****Child describes how his or her movement is connected to a feature of music.**

The child uses movement to reflect a quality he or she hears in a piece of music. For example, the child may say, “I’m moving slowly because it’s floaty music.”

- 7/8 At large-group time, Eli tiptoed and said, “This is spooky music. I’m sneaking around.”
- 2/27 At large-group time, when the music got fast and loud, Marta and Ava jumped up and down repeatedly. Marta said, “This is the exciting part.” [Anecdote is for Marta]

**LEVEL 6****Child creates his or her own dance or series of movements (including at least four distinct movements) and repeats the sequence.**

The child invents a series of at least four different movements and repeats the series of movements. The child may move any parts of his or her body (including head, arms, hands, legs, or feet) and may move in place and/or travel across the floor.

- 5/5 During recess, Jenny and Aisha made up a hand-clapping game. They had eight different clapping and stomping movements that they did together over and over. [Anecdote is for Jenny and Aisha]
- 6/8 During free time, at the end of gym class, Michael made up a dance. He shook his hips from side to side, stepped forward and then backward, twirled around, and jumped with a clap. He showed Vic how to do it, repeating the sequence. [Anecdote is for Michael]

**LEVEL 7****Child learns the steps to a simple dance and performs them to a steady beat.**

The child is able to learn a simple dance (for example, a folk dance) and keep the beat while performing the movements. Depending on the dance, the child may perform it alone, in a group (as during a line or circle dance), or with a partner. [Note: A child doing the Hokey-Pokey should not be scored at this level, but at level 2 or 3, as appropriate.]

- 4/8 During gym class, the children rehearsed a traditional line dance together. Carter coordinated his feet, moving left four steps, right four steps, forward four steps, and back four steps; then pivoted, turned to face the side, and repeated the movements. He moved to the beat of the music.
- 5/19 In music class, Olivia did the folk dance La Raspa to the music. She moved to the music and did the steps of the dance to the end of the song.

# Pretend play

Pretend play involves imitation and imagination. The youngest children watch and then imitate the actions and sounds of people, animals, and objects in their environment. By late toddlerhood, children pretend by using one object to stand for another. In early preschool, they begin to take on the roles of characters. Children progress from playing alongside others to playing with others. Their pretend play becomes more imaginative and involves props and increasingly complex scenarios with multiple roles. They dramatize familiar stories and invent their own.

## LEVEL 0

### Child watches and listens to another person.

The child watches and listens to adults and other children, observing what they do with their bodies, arms and legs, faces, and voices.

- 4/16 While lying on the play mat, Gianna turned her head when Michael started to cry.
- 8/5 Outside, while sitting on Kristine’s (his caregiver’s) lap, Tarek watched the toddlers run up and down the hill.

## LEVEL 1

### Child imitates an action of an animal, an object, or a person.

The child imitates a movement or facial expression of something familiar. For example, he or she might crawl and bark like a dog, rock a baby doll, or extend his or her arms to the side like an airplane.

- 4/11 During choice time, Zane held a doll to his shoulder and patted its back.
- 10/25 While Kady was being diapered, she mirrored Roz (her caregiver), smiling after Roz smiled and sticking her tongue out after Roz did.

## LEVEL 2

### Child uses one object to stand for another object.

At this level, the child has enough experience with objects to see similarities between unrelated things. For example, a small block roughly resembles the shape of a cell phone, so the child may pretend to “talk on the phone” while holding the block to his or her ear.

- 5/15 During choice time, Cassandra put sponges in a bowl and pretended to feed the sponges to the doll.
- 11/20 During choice time, Alex put a pot on his head and said, “Funny hat.”

## LEVEL 3

### Child pretends by using words and actions to take on the role of a character or animate a figure.

During play, the child pretends to be a character or animates an object. For example, the child may pretend to be a dog by bringing another person a leash and asking to be taken for a walk, or the child might pretend a dog figure is real and “talk” in the voice of the dog. [Note: To be scored at this level, the child must do more than imitate an action, which is level 1. For example, the child must do more than get on all fours and bark when pretending to be a dog; put his or her arms out to the side when pretending to be an airplane; or crawl while pretending to be a baby. To be scored at level 3, a child in these examples might also, respectively, pretend the dog obeys commands to “sit” or “roll over”; hover and land as an airplane; or cry out for “mama” and drink from a baby bottle.]

- 12/2 At work time in the house area, Sheldon said, “My baby is fussy. He needs his diaper changed.” He then pretended to change the baby’s diaper.
- 1/19 At work time in the toy area, Ali played with the dinosaurs. She held the T. rex and took it to the sand table, saying in a deep voice, “I’m hungry. I need some food.” She pretended it was eating the sand.

**LEVEL 4****Child engages in repetitive pretend-play scenarios.**

At this level, children become comfortable in their pretend-play scenarios and will repeat them over and over. Typical pretend-play scenarios at this level are taking care of a crying or sick baby doll or putting out a fire.

- 6/1 During outside time, Justin and Maria played “monster.” They chased other children, and when they caught them, they took them to their “monster cave” under the climber. They growled in deep voices when they talked to each other. They have played monsters all week at outside time. [Anecdote is for Justin and Maria]
- 12/18 During work time in the house area, Carson set up a “birthday party.” He made a cake out of play dough, wrapped up toys in newspaper, and invited other children to come and sing “Happy Birthday” with him. Carson has done this birthday play for several weeks.

**LEVEL 5****Child plays with two or more children, stepping out of the pretend play to give directions to another person.**

The child’s pretend-play scenario includes multiple characters and an evolving story line. At this level the child plays with two or more other children and steps out of the scenario to assign roles, negotiate who does what, and/or decide what happens next.

- 5/28 At work time in the house area, Mikayla, Alexis, and Brenda pretended to feed their babies. Mikayla said, “How about I be the auntie coming over with my baby and you be the sisters?” Alexis and Brenda both agreed. Mikayla picked up her baby, left the house area, knocked on the side of the shelf, and said, “Hi sisters, want to see my new baby?” [Anecdote is for Mikayla]
- 7/16 At work time in the block area, Bradley, Robert, and José were playing with the zoo animals, making roaring voices and talking in animal voices. Bradley said, “Now your lion has to get my bear.” José said, “And he has to eat him,” then pretended his lion was eating the bear. Robert said, “Hey wait, what if my elephant could save you?” and then pretended to have his elephant stomp on the lion. Then Bradley said, “Roar! Bear, get back to your pen,” and José walked his lion back to the container. [Anecdote is for Bradley, Robert, and José]

**LEVEL 6****Child creates a specific prop or costume having five or more details to support and extend pretend play.**

The child furthers his or her pretend play by creating a prop or costume that has at least five distinctive features. Creating the prop might take on more importance than the pretend play itself. [Note: Making a boat out of blocks and adding food, blankets, and other supplies from the classroom would not be scored at this level.]

- 4/18 During free play, Melissa said she wanted to be a scuba diver. She looked in the recycle bin and found two milk jugs. She taped them together and then used ribbon to make straps. She put the jugs on her back. She then went to the woodworking area and got safety glasses for a swim mask and taped a straw to it to breathe through. She also taped paper to her feet for swim fins.
- 2/21 During choice time, Liam made a “spy catcher.” He used a cereal box and wrapped it in paper. He drew a “screen,” a “power button,” and a “catcher button” on his spy catcher. Then he taped a tube to the top and said, “You can look at the screen to find where the spies are. When you press the catcher button, the antenna will point to where they are and you can catch them.”

**LEVEL 7****Child performs in a group dramatization of a familiar story, myth, or fable, adding his or her own ideas.**

The child takes part in a group reenactment of a familiar story the class has read or heard. The child shares his or her ideas about how to dramatize the story, for example, who and how the roles might be played, what to use for scenery and props, or ways to elaborate or vary the story. He or she participates in the performance by playing a role and/or assisting with the production.

- 5/16 During reader’s theater, Sebastian played the part of the third little pig in his group’s retelling of *The Three Little Pigs*. He used blocks to build up a wall to symbolize his house of bricks, saying, “These blocks look kind of like bricks, but they’re made of wood. They’re really strong though.” Then he helped the first and second pigs choose materials for making their houses, suggesting they use drinking straws for the straw house and paper for the wood house. When the wolf came to his house, Sebastian responded to the wolf in his own words, changing the intonation in his voice: “Oh, no you don’t, wolf. You have to be invited to come over and I did not invite you!”
- 4/22 During language workshop, after the group finished their unit on Aesop’s Fables, the teacher suggested they choose a fable to act out in small groups. Amelia and Kerin chose to act out “The Ant and the Grasshopper.” Amelia took the role of the ant, while Kerin was the grasshopper. They practiced what they would say, looking at the story for help. Then during center time, they used blocks as props for food that the ant picked up. They made headbands to symbolize the ant and the grasshopper. They put on their play for the rest of the class. [Anecdote is for Amelia and Kerin]







## SCIENCE AND TECHNOLOGY

For young children, science is the process of observing and making sense of the world using all their senses. Engaging in the scientific process promotes critical-thinking skills as children attempt to understand the what, how, and why of the natural and physical world. They hone their observational skills, experiment (test out their ideas), make predictions, draw conclusions, and share their discoveries. Children use a variety of tools to investigate the world, including appropriate technology.

## BB

**Observing and classifying**

Being a good observer is an important skill for budding scientists to develop. Infants and toddlers use all their senses to observe. Preschoolers begin to sort things into categories — big and small, loud and quiet, rough and smooth, to name just a few. They discover similarities and differences in people, objects, and events. Over time, their classifications are based on an increasing number of attributes or characteristics.

**LEVEL 0****Child explores objects using different senses.**

The child observes his or her environment using one or more senses. A variety of sights, sounds, smells, tastes, and textures are all of interest to the child.

- 1/15 At choice time, Naomi mouthed a bottle brush from her treasure basket.
- 6/25 At choice time, Randall rubbed the soft felt ball across his face.

**LEVEL 1****Child uses a sound or hand sign to name an object.**

The child, by making a sound such as “ba-ba” for bottle or “bo-bo” for brother, connects the sound with the object. Thus, the child indicates an understanding that things have names.

- 10/18 At naptime, Cheyenne picked up her blanket and said “Bee-bee.”
- 3/20 At choice time, looking at the mesh bag of toys hanging above his head, Alvie said “Moo.” When Crystal (his caregiver) asked, “Do you want the cows to play with?” he nodded and repeated “Moo.”

**LEVEL 2****Child uses the same word to name more than one object.**

The child generalizes and may overgeneralize category labels, using one label for a group of similar objects, such as applying the word (or sign for) *dog* to all four-legged animals.

- 4/18 At snacktime, when Sean was handed his sippy cup of milk, he drank from it and said, “Mmm, juice!”
- 9/4 At outside time, when Emma saw a squirrel on the playground, she said “Kitty!”

**LEVEL 3****Child sorts or matches things and may identify things as being the same or different.**

The child sorts or matches objects and may indicate whether objects are the same or different. The child may say *same* or *different* or use other words, such as “These go together” or “That doesn’t belong in this pile.” At this level, the child does not yet explain the reason or state the attribute upon which the sorting is based.

- 2/6 During cleanup time, Quon was putting away the dinosaurs when he noticed a block in the dinosaur bin. He took it out and said, “That doesn’t go there!”
- 9/28 At work time in the house area, Johanna put red cups by the red plates and blue cups by the blue plates.

**LEVEL 4****Child sorts things based on one characteristic (attribute) and describes the reason.**

The child categorizes objects based on one shared property (such as size, color, texture, or sound) and states what that common property or similarity is. The child may occasionally make an error in sorting, or the properties in one of the child's subgroups may overlap with those in another subgroup (such as "beads" and "big beads").

- 6/19 At small-group time, Henry took his basket of shells and grouped them into piles of large and small. When Beth (his teacher) handed him another shell, he said, "This goes here, with the small ones. Only the big shells go in this pile."
- 4/3 At work time in the toy area, Carrie put all the dogs in one pile and all the cats in the other. She said, "I'm separating them. Cats here and dogs there. Sometimes they like to fight."

**LEVEL 5****Child sorts based on two characteristics and gives the reason.**

The child sorts objects based on two properties and states the reason. For example, the child might pick out all the buttons that have four holes and are shiny in a group and explain what he or she is doing. [Note: Children who are matching identical objects should be scored at level 3.]

- 8/18 During a field trip to the park, Charles collected stones. He showed them to Saxon (his teacher) and said, "I'm looking for all the small stones that are smooth. I really like them."
- 10/6 During work time in the toy area, Shaneka said, "I want to get all the yellow dinosaurs that can fly. They are going to be my birds." She picked out all the yellow dinosaurs that had wings.

**LEVEL 6****Child intently or repeatedly observes something and describes his or her discoveries in detail.**

The child studies an object or event intently and then describes what he or she has observed. To be scored at this level, the child must include multiple details in the description. For example, the child might say of soil that it is different colors, has large and small stones, smells damp, has bugs crawling in it, and is warmer in the sunny areas than the shady ones.

- 10/3 At recess, Ezra picked up a leaf, studied it, and said, "This is a maple leaf. I can tell because it has points on it and looks like the hockey team shirts. I like maple leaves the best because they turn colors. See, this one used to be green. Now it also has red and yellow in it."
- 12/4 During center time, Naomi looked at a bug in the terrarium with a magnifying glass and compared it to pictures of bugs in a book. She said, "I think this is a beetle" and then made a beetle out of clay with a shell, antennae, and eyes. She used a toothpick to score its legs with hairlike marks.

**LEVEL 7****Child divides a category into sets, divides the sets into subsets, and describes the characteristics of each subset and how it relates to the original category and to the other subsets.**

The child's ability to classify encompasses multiple properties and subsets. He or she subdivides objects or events into groups and subgroups, describes in detail what differentiates them, and says how each subgroup relates to the original (overall) category and to the other subgroups. For example, the child might divide living things into plants and animals; subdivide animals into pets, farm animals, and wild animals; and state that a pig can be either a pet or a farm animal.

- 6/7 During center time, Tyler filled in a graphic organizer to describe the relationship between the city and the country. He explained that people who live in both need homes. He drew an apartment on the city side and a house on the country side. "But some city people have a house," he said. Tyler drew streets in the city and trees in the country. "Lots of places have streets and trees, but there's more plants in the country," he told Mrs. Swan. In another bubble of the organizer, Tyler compared transportation by drawing cars and people walking in both the city and country. Later he added a bus and a train to the city side.
- 3/19 During morning work, Erik created a Venn diagram to compare and contrast healthy and unhealthy foods. On the healthy side he drew and labeled eggs, salad, and an apple. On the unhealthy side, Erik drew ice cream and candy. "Look," he said. "This is apple candy, but it's not good for you because it's candy." In the middle he put a large plate of spaghetti. "It's good for you, but not if you eat this much," he said.

# Experimenting, predicting, and drawing conclusions

Infants do things randomly and then, with increasing intention, act to bring about a desired effect. Toddlers explore materials to see what they can do. Preschoolers ask questions and test out their ideas, make predictions (hypotheses) about what might happen, and then see whether what they thought would happen actually did. Children come up with simple explanations, based on their own logic, to explain what they do and do not observe.

## LEVEL 0

### Child does a spontaneous action.

The child performs an action without intention, such as stretching or waving his or her arms and accidentally hitting something (such as a pillow or mobile). Although the act is not purposeful, the child may see or hear the result.

- 5/16 While lying on a blanket, Blake waved his arms and hit himself in the head.
- 12/7 While sitting propped up on a U-shaped pillow, Gennifer reached up and pulled her ear. Although she cried, she kept pulling her ear.

## LEVEL 1

### Child performs an action on an object.

At this level, the child explores objects through an increasingly wide variety of actions, for example, shaking, dropping, pushing, rolling, squeezing, and throwing.

- 8/16 During choice time, Yasmina hit the waffle blocks with the spoon.
- 4/6 During choice time, Caleb shook the can of corks.

## LEVEL 2

### Child uses trial and error to investigate a material itself and/or an idea.

The child explores a material in different ways to see what happens. The attempts are random rather than systematic. For example, the child may pour different amounts of water through the water wheel and notice that sometimes the wheel turns faster.

- 2/17 During work time, Zach got two large sand timers. One timer had more sand in it than the other. He turned them both over and shook the larger timer to try to make the sand go through faster.
- 9/6 During work time in the art area, Tia squirted some red paint and some white paint in a cup. She mixed it with a brush. She squirted more red paint in her cup, mixed it, and looked at the new color. She then added blue paint.

## LEVEL 3

### Child describes a change in an object or situation.

Recognizing that a change has occurred requires the child to notice a sequence of events. This is a precursor to understanding cause and effect. [Note: The child needs to describe the change to be scored at this level; if the child does not describe the change, he or she should be scored at level 2.]

- 11/22 During breakfast, Lissie said, "I'm not cold like yesterday. I have a warmer shirt on today."
- 4/11 At work time in the art area, Nancy added white paint to the red and said, "Look, it turned pink!"

**LEVEL 4****Child makes a verbal prediction at random.**

The child says what he or she thinks will happen. The child's verbal prediction should be spontaneous, not said in response to a question.

- 5/14 At work time in the block area, Cordell was working with the small cars and the ramps. He said, "I think the red car will be the fastest. I love red!"
- 2/7 When Sara saw on the message board that her friend Jenny was not there, she said, "I bet she'll be here for snacktime."

**LEVEL 5****Child gives a reason for the result of his or her experiment.**

After observing or testing an idea, the child offers an explanation for the result he or she observes. The explanation is based on the child's reasoning and may not be correct.

- 11/9 At small-group time, while mixing paint, Jourdan said, "I want to make light orange." She mixed red and yellow together. She looked at what she did and said, "Whoops, I used too much red. I need some more yellow now."
- 3/5 At work time in the toy area, Bing said he wanted to make his car go "super fast." He stood on the steps to raise the car track "really high" and released the car at the top. When his car fell off the track, he said, "That didn't work! The track is too high."

**LEVEL 6****Child applies a conclusion he or she made from a previous experience to a new situation.**

The child uses information learned from an earlier experience to predict an outcome or solve a problem in a new situation. For example, if the child observed in one setting that a higher ramp made a car travel downhill more quickly, he or she might lift the end of a tube on the playground to make a ball roll through it faster.

- 2/21 During center time, Kaitlyn commented on what was happening as she dropped beads of oil into water: "It's not mixing! It's just like the bottles we have. You shake them up and they still don't stay mixed and that's why."
- 4/30 During science, while using tubs of water and various objects, Aaron predicted that the foam pieces would float. "They're kind of like the ones I play with in the tub," he said, "and those stay at the top."

**LEVEL 7****Child poses a question and systematically tests out possible answers.**

The child asks a question, makes a prediction, or states a hypothesis and then, to find out the answer, experiments by systematically varying properties and/or by recording information. For example, the child may wonder where in the classroom plants will grow best, place seedlings in different locations, check them daily, and after two weeks conclude that those near a particular window grow best.

- 1/23 While reading a nonfiction book about birds, Leigh wondered if birds only ate worms, seeds, and berries. "I bet if we put out bread they would eat it. Do you think they would eat more bread or more seeds?" Leigh asked. Leigh and several classmates put seeds and bread pieces outside of the classroom window each morning this week and checked later each day to see how much the birds had eaten.
- 5/31 During morning messages, Garret wondered when it was going to stop raining. As others gave their ideas, Garret said, "I think not today because look at the sky. I think it's going to rain all week." Garret decided that they should "write down the weather." The children charted the weather for two weeks, and the class began researching more about weather patterns.

## Natural and physical world

Infants learn about the natural and physical world simply by being in it — feeling the breeze, gazing at the sun streaming through a window, and feeling the motion of being rocked. Toddlers learn the names for plants and animals and become more interested in taking care of them. Preschoolers talk about wildlife and where they live. They notice how materials change and wonder why. Children learn how people’s behavior affects the environment and how they can help to protect it.

### LEVEL 0

#### Child responds to a sensory experience in the natural world.

The child experiences and reacts to something in nature. For example, the child might turn his or her head in the direction of a bird call.

- 5/13 On a walk in the stroller, Toby turned his head when the sunlight hit his face.
- 2/24 Outside, Melody brushed her fingers across the grass.

### LEVEL 1

#### Child picks up, examines, or uses a natural object or material.

The child demonstrates curiosity about something in the natural world, such as an insect, leaf, or rock. The child may pick up or handle the object that has captured his or her interest.

- 6/23 At outside time, Angelo noticed an ant crawling across the sidewalk. He reached down to touch it but hesitated, and looked up at Cara (his caregiver) before actually touching the ant.
- 11/17 At outside time, Josie picked up a stick she found in the wooded area of the playground.

### LEVEL 2

#### Child names an object or event in the natural and physical world.

The child says the name of an object or event in the natural and/or physical world. For example, the child knows the word for flower, bug, rock, mud, rain, or sun.

- 5/24 At outside time, Preston looked up in the sky, pointed to the moon, and said “Moon.”
- 1/15 At choice time, Taylor looked out the window at the snow and said, “Snow, cold.”

### LEVEL 3

#### Child initiates or talks about performing an action helpful to plants or animals.

The child has the idea to do something that supports plant or animal life. Typical actions include feeding pets, watering plants, or not stepping on insects. The child may perform these actions or talk about doing them. [Note: If the child’s classroom job is to perform the action, such as feeding the class pet, do not score at this level.]

- 11/21 At greeting time, while looking at the classroom pet book, Evan said, “I want to feed the fish.”
- 7/11 At outside time, when Shakina noticed that the soil in the flower pot was dry, she scooped water from the water table into a bucket and poured the bucket of water on the flowers.

**LEVEL 4****Child talks about where different types of wildlife live or are found (habitats).**

The child identifies where animals live and where plants grow or are found. For example, the child says that a bird's nest is in a bush or worms live under the dirt. [Note: The child's statement need not be correct. For example, the child may say worms live in rocks and crawl out the bottom when you turn the rock over.]

- 4/24 At work time in the book area, Javon looked at the shark book with Kyle. Javon said, "Sharks are not in lakes. They are in salt water."
- 6/12 At outside time, when Lake and Abby were looking for bugs, Lake said, "We have to dig in the black dirt, not the stones."

**LEVEL 5****Child identifies a change in a material or the environment and a possible cause.**

The child observes when something in the natural environment changes and gives a possible reason for it. For example, he or she notices that it is not as cold at outside time as it was yesterday and says it's because the sun is out today.

- 2/15 While they were getting ready for outside time, Madison commented, "We don't need to wear our snow pants because it rained and melted the snow."
- 6/25 After work time, Collette suggested that they hang the wet towels outside, on the fence. At outside time, she checked on the towels and said, "They dried fast because it is windy today."

**LEVEL 6****Child explains how or why people's behavior can be harmful to the environment and offers an idea to help.**

The child describes how people's behavior sometimes hurts plants and/or animals and designs a solution (says what people can do to prevent or correct the problem). For example, a child says, "We're wasting paper. We should use both sides so we can save trees."

- 10/8 During art class, Madison commented on the yogurt tubs they were using to hold paint. "We're reusing so these don't go in the trash. When people put lots of stuff in the trash, the landfills get too full," she said.
- 11/11 On the field trip while walking to the museum, Logan noticed a wrapper on the ground and said, "People shouldn't litter. It's bad for the land and the animals. They can put it in the trash."

**LEVEL 7****Child identifies and describes a cycle or system.**

The child's scientific knowledge is growing, and he or she is learning basic facts about natural cycles and systems.

- 3/10 During science workshop, using play dough, JR made a model of a butterfly's life cycle from egg to butterfly and said, "Here is how a butterfly is born. It starts with an egg [pointing], and then a caterpillar and then a chrysalis and then the butterfly. Then more eggs and it goes around in a circle."
- 6/4 During science workshop, Seamus drew pictures of a tree in each season (see work sample #7) and said, "This is how a tree looks in summer and fall and winter and spring." [Anecdote refers to a work sample in the child's portfolio]



## Tools and technology

To an infant, a tool is anything that satisfies a need or desire — a teething ring that alleviates pain or a mobile that provides something interesting to look at. Toddlers use everyday materials as simple tools in their play. Preschool and kindergarten children use tools (for example, scissors, staplers) to deliberately carry out their intentions. They increasingly use interactive digital technology (including software, apps, e-books, and the Internet) to supplement hands-on learning.

### LEVEL 0

#### Child responds to (mouths, reaches for, turns toward, touches) an object.

The child mouths, reaches for, turns toward, or touches a tool. At this level, tools can be broadly defined to include anything provided to meet a child's needs for food, comfort, or stimulation.

- 1/14 Benny turned his mouth toward the bottle as Linda (his caregiver) prepared to feed him.
- 2/3 Bella sat in her bouncy seat and mouthed the cold teething ring.

### LEVEL 1

#### Child explores a tool in his or her play.

The child explores a simple tool as he or she plays. For example, the child puts lids on bowls and takes them off or bangs a spoon on a pot. The child need not be successful in his or her attempts (for example, the lid may not fit) or use the tool for its intended purpose.

- 3/25 At group time, Jamaica pounded play dough with a small rolling pin.
- 5/5 At choice time, Devin swished the whisk in the sand table.

### LEVEL 2

#### Child explores technology devices.

The child plays with simple, safe, and age-appropriate electronic devices. His or her actions might include pushing buttons, swiping a finger across a screen, moving a mouse, or poking or shaking the device. The device may be working or disabled (for example, a nonworking cell phone).

- 10/5 At choice time in the house area, Ellie pointed to the screen of the disabled cell phone and then held it against her cheek.
- 4/19 At choice time in the house area, Aaron pushed the buttons on the old digital camera. He shook it and listened to the rattle that it made.

### LEVEL 3

#### Child uses tools to support his or her play.

The child intentionally uses a tool to carry out a play idea, make something, or solve a problem. Typical tools used at this level include scissors, tape, staplers, flashlights, buckets, or wagons.

- 8/9 During outside time, Gertrude used the flashlight to look at a book in the tent.
- 12/15 During work time in the house area, Martin used the stapler to staple paper strips all over his paper.

**LEVEL 4****Child explains in a simple way how a tool works.**

The child describes in simple and concrete language how a tool works. For example, the child might describe its parts (“This is the hammer’s handle”), how to make it work (“You push the stapler at this end”), or why you would use the tool (“The magnifying glass makes the bug look bigger”).

- 7/15 During small-group time, Nathaniel demonstrated how to use the hole punch. He said, “You have to squeeze really hard and then this part makes the hole.”
- 11/6 During work time in the art area, Keandra used glue to try to get the tube to stick to her paper. When that didn’t work, Molly suggested she try tape. Molly said, “Tape is great. The sticky part just holds it and you don’t have to wait for it to dry.” [Anecdote is for Molly]

**LEVEL 5****Child explains in a simple way how to make a piece of technology work.**

The child describes in a simple way how a piece of technology works. For example, the child might describe where and how to move a tablet’s parts (“Slide your finger across it like this”), what to do if something appears not to be working (“Push this button instead”), and/or the effect of using a mouse (“If you click here, it makes the star get bigger”).

- 4/30 At work time in the computer area, when Delaney’s computer froze, Gavin said, “Sometimes when that happens you just have to turn it off, wait a minute, and turn it back on.” [Anecdote is for Gavin]
- 6/19 At work time in the house area, Rae Ann picked up the nonworking digital camera and said, “My mom has one like this. If you press this button [the zoom], it makes the picture look bigger.”

**LEVEL 6****Child explains how tools and technology assist in the tasks of daily living.**

The child is aware that tools and technology help people accomplish things and solve problems. He or she describes how a piece of equipment, an electronic device, or interactive technology are used toward a given end (for example, a wheelchair helps someone who can’t walk get around; if you press the map button on your smartphone, you can get directions) and/or may compare the effectiveness of different tools and technology (for example, an electric drill is faster and easier to use than a screwdriver; this program lets you add words underneath the pictures but that other one doesn’t).

- 12/12 During art, Avery used a paintbrush to apply the paint on her paper. She said, “Once I used a paint roller to help paint my bedroom. Paint rollers are for painting big walls and houses.”
- 11/26 During writer’s workshop, Terry wrote about talking to his grandmother in Colorado over Skype. “She is far away. I can see her and we all talk on the computer,” he said.

**LEVEL 7****Child uses technology to look up information he or she is interested in.**

The child uses interactive technology (for example, computer or tablet) to look up information, either a question the child has posed or one asked by an adult or another child. To be scored at this level, the child must use the device or technology as a learning tool, not simply to play a game.

- 9/19 In the computer lab, Nadir used the website for National Geographic Kids to find information about where foxes live.
- 3/28 During centers, Max and Felipe searched for a video on BrainPOP Jr. to learn more about the food chain.





## SOCIAL STUDIES

Social studies is learning about who we are and how we fit into the diverse worlds of our family, school, and community. Like other areas of learning, knowledge progresses from the concrete to the abstract. Children begin with themselves, where and with whom they live, and their own day-to-day activities. Through exposure to the social world around them, children see how they are the same and/or different from others. They explore an expanding territory that takes them from home to unfamiliar locations. Over time, they become aware of the passage of time itself. They begin to think not just about the “here and now” but also about the “there and then.”

## Knowledge of self and others

Infants must first develop a sense of self before they can differentiate themselves from others. Toddlers learn who people are and what they do by seeing and imitating roles in their families, while preschoolers venture into the worlds of their school, neighborhood, town, or city. They are curious about how they and their families are the same and/or different from others. Children learn it is important to treat all people fairly and respect their diversity.

### LEVEL 0

#### Child puts own fingers, thumb, or foot in own mouth.

The child at first performs this action accidentally. As the child develops a sense of self with a body separate from other people and things, he or she puts a finger or hand in the mouth or guides a foot to the mouth with increasing control.

- 9/22 While sleeping, Adam sucked his thumb.
- 10/30 While lying on her tummy, Gabriella lifted her head and placed her fist into her mouth.

### LEVEL 1

#### Child indicates or says an object is *mine*.

The child uses an action or a word (such as *mine*) to indicate possession of an object.

- 9/12 During choice time in the house area, when Tiara tried to take Kayla's shopping bag from her, Kayla held on to it tightly and turned away.
- 12/8 During play time, when Eddy took Antonio's stuffed dog, Antonio said "Mine!"

### LEVEL 2

#### Child spontaneously identifies him- or herself in a mirror or photo.

In developing a sense of self, toddlers learn who they are. The child recognizes an image of him- or herself while looking in a mirror or at a photo. The child points at the image and says his or her name. If using a mirror, the child may touch his or her face or body, or perform an action, and look to see the reflection. [Note: Recognizing others in a photo is an earlier stage and should not be scored at this level.]

- 1/19 Upon arrival, Bobbie pointed to the photo of herself in her cubby and said "Bobbie!"
- 10/6 During choice time, Elizabeth looked at herself in the mirror and said "Bizbeth!"

### LEVEL 3

#### Child plays or talks about family or community roles.

During pretend play and/or conversation, the child acts out a familiar role (such as mommy or daddy, firefighter, police officer, doctor, teacher) and talks about what that person does (for example, "The doctor gives you medicine to make you better"; "Daddy gives me my bath").

- 5/15 At work time in the house area, Parker said he was "the vet." He put on a stethoscope and listened to the stuffed animal's heart.
- 10/8 At work time in the house area, Jessa asked Miss Kay (her teacher) to be nana. When Miss Kay asked what to do, Jessa said, "After the mom leaves, you have to feed us dinner and make us go to bed."

**LEVEL 4****Child identifies similarities or differences in people's personal characteristics.**

The child notices and comments on the personal characteristics that people have in common and/or that differentiate them. Personal characteristics include gender, age, size, disability, skin color, facial features, eye color, and hair color and texture.

- 7/19 At small-group time, Olivia picked up the figure of a person in a wheelchair. She said, "My uncle BJ is in a wheelchair. We both have legs, but his don't work."
- 3/18 Outside, when other children were getting picked up by their parents, Burt said to another child, "My dad's fatter than your dad. He's really fat!"

**LEVEL 5****Child compares his or her own and others' family characteristics.**

The child notices and comments on the family characteristics held in common with, or different from, other children and adults. Family characteristics include household composition (number, gender, ages, and relationships), race or ethnicity, language, culture, type of home (house, trailer, apartment), religion, pets, foods, clothing, occupations, and holidays celebrated.

- 12/15 At work time while playing at the water table, Chloe said, "I have Christmas but Rachel has Hanukkah."
- 8/1 After visiting Marissa's house, Brady said, "Marissa's grandma lives in her house. My grandma lives really far away."

**LEVEL 6****Child voices a sense of belonging to a community.**

The child recognizes that he or she is part of a specific social group beyond the family and/or school. Communities may be defined by geographical location (town, city, state where child lives), place of work, religious affiliation, culture, language, tribal group, country of origin, club or organization the child and/or family belong to, and so on.

- 6/1 During snack, Trenton said, "I live on Oak Street and we had an Oak Street block party yesterday. That's when all the people on your street have a party. All the kids and all the grown-ups came with food and stuff. We even played in the street because no cars can come!"
- 4/3 During morning work, Lizzie wrote in her journal. She drew a picture of a church building with flowers and sounded out the word *garden*. Then she said, "At my church, we planted a garden."

**LEVEL 7****Child takes personal responsibility for making sure others are treated fairly and with respect.**

The child is developing a sense of morality and takes it upon him- or herself to see that others are treated with fairness and respect. The child recognizes that people should be treated the same regardless of their background or characteristics. He or she may remind others to listen to everyone's opinion when making group decisions or admonish children not to bully one another.

- 4/3 During recess, Chris fell down from the monkey bars and some children laughed. Josh ran over to see if Chris was okay and helped him get up. "He just slipped," Josh said to the other children. "Do you want us to get some ice?" he asked Chris. [Anecdote is for Josh]
- 3/9 During music, Lexie said, "Here, you can use it" when Annabelle was upset because she didn't get a turn with a drum. "I already had a turn, so that's okay," Lexie added. [Anecdote is for Lexie]

Infants familiarize themselves with their immediate surroundings. Once they become mobile, they are eager to discover new locations. Orienting themselves to familiar people and things gives toddlers a sense of security. As preschoolers travel the same routes each day (for example, from home to school), they construct cognitive maps in their heads of where things are in relation to one another. Over time, children begin to work with simple maps depicting unfamiliar locations.

#### LEVEL 0

##### **Child gazes at an object in a fixed location.**

Because the child may not yet be mobile, he or she looks at stationary objects (such as a piece of furniture or an overhead light) that are within his or her line of sight. Establishing a fixed location relative to him- or herself gives the child a starting point for perceiving relationships among other objects in the environment, which is the basis for a later understanding of geography.

- 8/15 While getting his diaper changed, Jai looked at the ceiling fan.
- 2/6 While lying on the play mat, Sondra gazed at the bright red ball.

#### LEVEL 1

##### **Child moves one object to gain access to another object.**

The child moves one object to get to another that is fully or partially hidden. At this level, the child has object permanence, that is, he or she knows that because an object is out of sight does not mean it no longer exists. The child retains an image of the hidden object in his or her mind.

- 7/16 At choice time, when Aisha dropped her toy behind the low shelf, she went around behind the shelf to pick it back up.
- 1/10 While playing with his treasure basket, Diego saw the handle of the whisk under the scarf. He moved the scarf aside and picked up the whisk.

#### LEVEL 2

##### **Child shows where objects belong or where events happen in the immediate environment.**

The child retrieves or puts away an object in a familiar location because he or she has a mental image or memory of where it belongs (for example, gets a ball from the tub). Likewise, the child has a mental picture of where familiar and repeated activities take place and goes there at the appropriate time (for example, sits at the table for snack). At this level the child is not yet using symbols or other cues to locate objects or events but instead uses an internal memory of the immediate environment.

- 10/6 When Miss Cindy said it was naptime, Lucas went over to the location of his cot and lay down on it.
- 2/3 Upon arrival, Madison went directly over to the toy shelf and got the blue giraffe that she always likes to carry.

#### LEVEL 3

##### **Child uses symbols to help retrieve or put away materials or to identify the actual location of interest areas.**

The child uses symbols (such as area signs and labels) to help him or her identify where materials belong. The signs and labels may include photos or drawings. To be scored at this level, the child must actually go to the location he or she has in mind rather than just point in that general direction.

- 8/3 At work time in the art area, after using the tape, Cameron put the tape back on the shelf on top of the tracing of the tape dispenser. He said, "It goes right here."
- 6/25 At planning time, Jalessa pointed to the block area card to indicate her plan. She left the table, went to the block area, and began to build with the blocks.

**LEVEL 4****Child reads a simple familiar map, such as a map of the classroom.**

The child understands a simple map of a familiar location, such as a diagram of the areas in the classroom. The child can use the map to point out where he or she will (did) play, where specific materials are located, and/or to talk about what typically happens in the location(s) depicted.

- 7/20 During work time, after seeing that the classroom map had been left on the table (from planning time), Joy and Kadeem looked at it. Joy pointed out some of the features, saying, “There’s the water table. There’s the blue rug, where we play doggies. That’s the bathroom.”
- 5/19 At recall time, Dameon found the block area on the classroom map and put a figure there to show that was where he made his spaceship.

**LEVEL 5****Child knows how to navigate around a familiar building.**

The child knows the location of different rooms or services in a familiar building. For example, the child knows how to get from his or her school classroom to the gymnasium or can take a parent to the community room on parent night.

- 10/6 Upon arrival, Mike led his mother to the library so he could return his book.
- 6/1 During lunch, Mackenzie took the aide to the kitchen to get more bread. She said, “I know where it is — it’s just past the office.”

**LEVEL 6****Child describes the location of familiar landmarks.**

The child talks about the location of landmarks that he or she frequently sees at home and/or school (for example, the fire station passed en route to the babysitter). [Note: To be scored at this level, the child must mention both the landmark and its location. For example, “We went to the movies” does not count unless the child also says, “It’s next to the Kmart.”]

- 8/19 During recess, Landon said, “My grandma lives behind the big kids’ school. It has an inside swimming pool.”
- 12/4 During morning meeting, after the teacher talked about going on a trip to the fire station, Corrine said, “Do you mean the one by the haircut place?”

**LEVEL 7****Child interprets a map of an unfamiliar location.**

The child can interpret a map of a location that is not familiar (such as a park the child has not been to before). “Interpret” means the child can identify where things are on the map relative to a starting point or other locations and can use the map to find something or get someplace.

- 11/2 During morning messages, the class was talking about the field trip to the zoo. Chase looked at the zoo map and said, “See this lion? That’s where the lions are. So we have to go like this.” Chase took his hand and pointed to the car symbol in the parking lot. Then he traced the path from the car to the lion.
- 4/6 During reader’s workshop, Annie was reading about a hidden treasure. She pointed to the map in the book and said, “This is where the kids live, but they don’t know the secret. The treasure is really close!” She pointed to where the treasure was located.



For young children, time is very personal and concrete. They pay attention to when things stop and start or how long it will be until something they want happens. Gradually their sense of time expands. Instead of being focused solely on the present, they think about what happened before and what will happen next. They develop the ability to think farther back and farther ahead.

**LEVEL 0****Child engages in a voluntary action.**

A voluntary action is one that is not automatic (breathing) or reflexive (startling at a loud noise). At this level, voluntary actions include head turning, reaching, and grasping. By engaging in voluntary actions that vary in duration, the child begins to experience time intervals.

- 10/16 While lying on a blanket outdoors, Mickey put his hand in front of his face and opened and closed his fingers.
- 6/28 After her midmorning bottle, Maya kicked her legs over and over.

**LEVEL 1****Child indicates the end of an event.**

The child says or does something to show he or she is finished with an event or activity. For example, the child may push away a plate to indicate he or she is finished eating and/or make a simple statement such as "All done!"

- 4/28 After lunch, Miko took his green beans and dropped them on the floor. He pushed against the table and squirmed to show he was finished eating.
- 9/4 During group, after sitting through one song, Dina crawled away from the group, said "Bye-bye," and started playing with her treasure basket.

**LEVEL 2****Child anticipates the next event in a familiar sequence.**

The child says or does something to indicate he or she knows what will happen next in a familiar sequence of events. For example, after washing up, the child may go to the table to show he or she knows that eating is next on the schedule. The child may also say what happens next. For example, after finishing lunch, the child may say "Night-night" as he or she goes to his or her cot.

- 12/7 After coming in from the playground, Damian went directly to the sink to wash his hands for lunch.
- 3/30 After the afternoon snack, Bonnie went to her cubby for her jacket (outside time was next).

**LEVEL 3****Child uses words such as *yesterday* or *tomorrow* to refer generally to things in the past or future.**

The child uses time words in a general, imprecise way to describe the past and future. At this level a child may generalize the word *yesterday* to refer to anything that happened in the past or *tomorrow* to refer to anything that will happen in the future. For example, more than a year after a sibling is born, the child may say, "Yesterday I got a brother."

- 9/16 Upon arrival, Hugo told Mrs. Allen, "I'm going to be four soon!" and he had just turned three.
- 6/5 During outside time, while playing in the sandbox, Rheana told Liz (her teacher), "Remember when you came to my house yesterday?" (The teachers had been to her house in April, two months before, for a home visit.)

**LEVEL 4****Child uses words such as *yesterday* and *tomorrow* correctly.**

A growing sense of time enables the child to use the words *yesterday* and *tomorrow* correctly and in context. For example, the child might say, “We got this book at the library yesterday” or “I won’t be here tomorrow. I’m going to the dentist.”

- 7/18 During greeting time, while reading the message board, Zachary said, “Tomorrow is a no-school day! Then the next day is a no-school day.”
- 8/4 Upon arrival, Terri said, “Yesterday night, I went to Home Depot with my papa. I got to carry all the nails and he carried the big boards.”

**LEVEL 5****Child shares a story about him- or herself or family that happened farther back than in the immediate past.**

The child tells about something the child or his or her family did. To be scored at this level, the event needs to have happened longer ago than the immediate past (for example, it happened on the weekend or during a vacation, rather than on the way to school that day).

- 2/27 During work time while playing at the water table, Montel said, “Last summer, my uncles and my dad took me fishing. My dad fell in the lake. It was so funny!”
- 4/8 During work time in the toy area, SiSi played with the trains and the train track. She said, “My grandma rode a train to come and visit me at Thanksgiving. We got to go pick her up at the train station. The train was really loud!”

**LEVEL 6****Child interprets photos or illustrations as representing past or future time periods.**

The child looks at a photo or picture and identifies the events depicted as occurring in a past or future time period (one that is not physically, culturally, or socially like the present). To be scored at this level, the image depicted cannot be personally connected to the child. Thus, a photo of the child as a baby in a stroller would not count, whereas a photo of a child from a past century in a baby carriage would.

- 4/21 On the field trip to the museum, Tanisha commented on the photos in the lobby. “These are from a long time ago because they’re black and white and the clothes are funny,” she said.
- 3/23 During centers, Greg looked at a book about robots. He turned to a page with an illustration of a robot driving a school bus and said, “Robots can’t do that now, but maybe someday they will.”

**LEVEL 7****Child creates (draws and/or writes) a timeline to show personal events in a sequential manner.**

The child draws or writes a timeline depicting personal events in the order in which they happened. For example, the child might represent buying a new house, packing up the old house, driving behind the moving van, unpacking cartons, and meeting the neighbors.

- 3/24 During center time, Hamish added to the timeline he had been working on. He used photos from home — one from when he was an infant, one from his third birthday, and one from last month when his brother was born. He labeled them “baby,” “3,” and “brother.”
- 5/26 During writer’s workshop, Lindsay added to her story. “When I was a baby, I cried a lot. Then I learned to walk. Now I go to school. I am six,” she wrote.





## ENGLISH LANGUAGE LEARNING (ELL) (if appropriate)

For children whose first language is not English, the greater their skills in their home language, the more easily they can learn a second language. Children learning English typically progress through several stages in which they listen, mimic, try out, and eventually speak with growing confidence. Understanding (comprehension) tends to come before speaking. In addition to learning a new language, they and their families are often adjusting to a new culture. [Note: The COR Advantage ELL items reflect learning levels, not age levels, and are **appropriate for children age two to kindergarten**. Children younger than age two are considered to be learning both languages simultaneously and thus assessing their acquisition of English as a second language is not applicable. **The scoring for items II and JJ, therefore, begins at level 2.**]

II

# Listening to and understanding English

Children learning English actively attend to the new language, often silently. This quiet period does not mean they are “tuning out” but are instead busy listening. A clue to how much they understand can often be found in their gestures and imitative behavior, and the extent to which they can respond to simple instructions and questions. Children who have more experience with English may also be ready to join in play or learning activities. Even if they cannot yet take on a speaking role, they understand enough to contribute materials to the activity or offer assistance to others.

**LEVEL 0**

Not applicable

**LEVEL 1**

Not applicable

**LEVEL 2**

**Child continues with his or her actions when spoken to in English.**

At this level, the child is unresponsive to language other than his or her home language. He or she may continue playing even when directly spoken to. The child is nonresponsive because he or she is not tuning into English, not for another reason, such as wanting to continue what he or she is doing, or being too upset to calm down and listen.

- 3/16 When Allison (the teacher) tapped Amir and said it was time to come inside, Amir looked at her and continued to ride the trike.
- 4/1 During work time in the block area, when Jason asked Noor if she would like to play trucks, Noor looked up at him and continued building with the blocks. [Anecdote is for Noor]

**LEVEL 3**

**Child observes (watches and listens) as others converse in English.**

The child demonstrates that he or she is attuned to the English spoken around him or her. The child watches and listens nearby as adults and other children talk to one another in English. Although the child does not yet verbally participate in the conversation, he or she is hearing and absorbing the new language. An indication that the child is attuned at this level is when the child responds to his or her own name when it is said during an English conversation.

- 7/16 During large-group time, Santiago smiled and watched when the class sang “The Wheels on the Bus.”
- 10/2 Upon arrival, when Theresa (the teacher) said, “Hello Jaafar,” Jaafar turned his head, looked at her, and smiled.

#### **LEVEL 4**

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##### **Child uses cues in the environment to follow routines and directions.**

The child's understanding of English is beginning to emerge. The child may not understand the specific words or phrases that are being spoken in English but responds to signals from others to know what behavior is called for in the situation (for example, bringing blocks when other children do so, dancing beside other children at large-group time).

- 7/19 During cleanup time, when Justine (the teacher) told the children it was cleanup time, Hideo looked around at the other children cleaning up and then put the blocks back on the shelf.
- 4/7 At the end of small-group time, when Allie suggested jumping to their cubbies to get their coats on, Kaori also jumped to her cubby and started to put on her coat. [Anecdote is for Kaori]

#### **LEVEL 5**

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##### **Child responds to simple English words and phrases alone, without needing visual cues.**

The child no longer needs nonverbal cues to understand and respond to basic or simple English words and phrases, such as "Put on your coat," "Time to wash your hands," or "Do you want juice or milk?"

- 11/2 Before going outside, Monica (the teacher) noticed that Sergio was looking around the classroom. She said, "Sergio, your shoes are in the book area." Sergio nodded and found his shoes in the book area.
- 12/16 At lunch, Sam (the teacher) asked Mei-Zhen if she wanted more peaches. Mei-Zhen shook her head no.

#### **LEVEL 6**

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##### **Child responds to a complex phrase in English.**

The child understands and responds to more complex statements or questions in English that are communicated by others, such as "Bring me the tape that is on the bottom shelf of the cabinet" or "Everybody pat their shoulders and then their knees."

- 5/14 During cleanup time, Juanita put away her writing materials after Mrs. Fisk asked the students, "Please put your journals and pencils away."
- 3/25 During centers, Pierre stopped what he was doing to come work with Mr. Bruce after Mr. Bruce said to Pierre, "Please get your book and come over to the table."

#### **LEVEL 7**

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##### **Child follows a conversation in English between two or more other people.**

The child has a more advanced understanding of a conversation conducted in English between two or more other people. The child may be directly or indirectly included in the conversation. The child indicates he or she understands what is being said by responding in English and/or his or her home language.

- 10/18 During morning messages, the children were talking about what they had for breakfast. When they asked Veronica, she said "Banana."
- 12/14 In music class, the children were learning about stringed instruments. Claudio joined in the conversation and said, "Tengo una guitarra [I have a guitar]."

# Speaking English

Children may at first attempt to use their home language when speaking with teachers and peers, but gradually realize they are not being understood. At this point, they may stop talking so they can listen (see item II) or may continue to talk by imitating the sounds of English. The spoken English of ELL children develops in a way very similar to monolingual children, beginning with no English to one or two words, to standard or formulaic phrases (“I want \_\_\_\_”), and later to expressing themselves in their own words. They apply the general rules of English, although they may still make errors. Eventually, like a native speaker, their vocabularies expand and they master the rules of grammar and syntax.

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**LEVEL 0**

**Not applicable**

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**LEVEL 1**

**Not applicable**

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**LEVEL 2**

**Child, if he or she speaks, uses a language other than English.**

At this level, the child does not speak or attempt to speak in English. The child is either nonverbal or speaks only in his or her home language.

- 6/15 During large-group time, when the other children sang “Twinkle, twinkle, little star,” Fahad was quiet and played with the strap on his shoe.
- 11/6 At work time in the house area, Rosalita mixed a pretend cake and said to Mimi, “Pastel [Spanish for cake]?” Mimi shrugged to show she did not understand. Rosalita continued mixing. [Anecdote is for Rosalita]

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**LEVEL 3**

**Child imitates and/or repeats sounds, words, and phrases in English; speech may not always be clear.**

The child attempts to use English by mimicking the sounds, words, or phrases he or she is attuned to. The pronunciation or diction may not be clear, but the English speaker can generally understand what the child is saying in context.

- 6/15 During large-group time, when the other children were singing “Old MacDonald,” Hana joined in and said, “Moo moo” on the chorus.
- 3/26 During planning time, Jaya pointed to the art area symbol. When Mrs. Mitchell said art area, Jaya repeated, “Art air.”

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**LEVEL 4**

**Child names a familiar object or action in English on his or her own and/or uses a common English phrase.**

The child says the name of a common object (such as *book* or *cup*), action (such as *drink* or *run*) and/or simple phrase in English without prompting from another person; that is, the child remembers the word and does not need to hear it immediately beforehand to produce it. If it is a simple phrase, the utterance is short (a couple of words), combining words that go together almost as if they were a single word (such as “C’mere” or “Bye-bye”).

- 7/8 At work time in the block area, Sanjana picked up a truck, said “Truck,” and began to roll it across the carpet.
- 3/28 At work time, after watching several children use the computer, Niamh said, “My turn.”

## LEVEL 5

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**Child says, in English, a short phrase that includes a verb; may combine English words with the home language in the same phrase.**

The child speaks a short or basic phrase of at least two words that includes an object and a verb in English, although he or she may include a word or two of the home language. For example, the child may say “Want more jugo” or “Play red ball.” To be scored at this level, the child must express a complete thought although it need not be grammatically correct.

- 3/20 During center time, as the children were transitioning, Yeseul asked, “I go?” while pointing to the next table in the center rotation.
- 5/4 During choice time, Fleur said, “No finish” to indicate that she was not done yet when another child wanted a turn on the computer.

## LEVEL 6

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**Child speaks English in sentences that include nonstandard phrases; may make grammatical errors that stem from the home language or are typical of young children.**

The child talks in complete and unique English sentences, that is, makes statements that are more than often-heard and repeated phrases, to communicate his or her own thoughts or desires. Speech may include grammatical errors typical of young children (such as “I goed to my Oma’s house”) or that reflect the home language (for example, putting the adjective after the noun, as in “The flower red I picked” or adding an e to the beginning of words that start with s, which is common in Spanish).

- 3/18 At lunchtime, Kun said, “Me like the recess time.”
- 6/20 During morning messages, Carolina asked, “We no have specials today? [We don’t have specials today?]”

## LEVEL 7

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**Child speaks English in complete sentences, using proper word order and construction.**

The child demonstrates a more advanced facility with English by speaking in complete sentences, using standard English word order (such as putting the adjective before the noun), common verb endings (such as *ed* and *ing*), and matching subject and verb constructions (such as “I like” and “He likes”). The child readily and confidently converses with other children and adults who are native English speakers.

- 8/29 During writer’s workshop, Lino talked about the person he was drawing: “He needs brown hair because that’s my dad.”
- 4/3 During recess, Ibrahim said, “I ran really fast to the door!”



# COR ADVANTAGE

## Scoring Guide

**COR Advantage** is a research-based child assessment that is the newest instrument in HighScope's Child Observation Record (COR) assessment system. The instrument, available both online and in print, provides authentic, reliable assessment of key areas of learning and development for young children from birth through kindergarten. The *Scoring Guide* enables COR users to score their child anecdotes accurately, using the sample anecdotes and the easy-to-understand explanation given for each COR item and level.

This *Scoring Guide* is just one of the many useful tools that make up the COR Advantage assessment system.

### **COR Advantage features include**

- A reliable, research-based assessment that creates a detailed profile of each child's development
- Thirty-six COR items covering key concepts in nine content areas
- An objective eight-level scoring scale (ranging from 0 to 7) that allows teachers to pinpoint the developmental changes measured by each COR item
- Meaningful, easy-to-understand results that serve as an ongoing resource for teachers as they plan daily for children
- A wide range of individual and group reporting options
- Reports and content aligned with state and national early learning standards

# COR

Advantage®



### **COR ADVANTAGE**

assesses early childhood development from infancy through kindergarten in eight content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy, and Communication; Mathematics; Creative Arts; Science and Technology; and Social Studies. A ninth area, English Language Learning, can also be used when appropriate.

