# Reporting Preschool Special Education Outcomes for SPP Indicator 7:

# Assessment Tool Information and Alignments

# 2008

**Reporting Preschool Special Education Outcomes for SPP Indicator 7: Assessment Tool Information and Alignments 2007**


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**MEMORANDUM**

**TO:** Intermediate School District Directors of Special Education and Preschool Special Educators and Service Providers

**DATE:** June 1, 2007

**FROM:** Lindy Buch, Ph.D., Director
Office of Early Childhood Education and Family Services

Jacquelyn J. Thompson, Ph.D., Director
Office of Special Education and Early Intervention Services

**SUBJECT:** Measuring Preschool Outcomes User Guide

Under the Individuals with Disabilities Education Act (IDEA 2004), each state is required to develop and implement a State Performance Plan (SPP). Michigan's SPP has been submitted and approved by the United States Department of Education, Office of Special Education Programs (OSEP) and assures continued eligibility for federal funding. The SPP contains improvement strategies based upon compliance findings and student performance data.

The SPP requires 20 outcome indicators for Part B and 14 outcome indicators for Part C. This document is specific to Part B Indicator #7: *Measuring Preschool Outcomes: Percent of preschool children with* Individual Education Plans (IEPs) *who demonstrated improved:*

*A. Positive social-emotional skills (including social relationships);*
*B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and*
*C. Use of appropriate behaviors to meet their needs.*

The measurement of the outcomes in each domain will be calculated using the following formula (required by OSEP):

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a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

*The following activities have been conducted to assist implementation:*

An advisory committee has been organized. The purpose of this committee will be to have two-way communication between the field and the Offices of Early Childhood Education & Family Services and Special Education & Early Intervention Services. Information about this committee will be shared in an ongoing manner.

The selected tools for the collection of this data are as follows:

Assessment, Evaluation, and Programming System (AEPS)
Battelle Developmental Inventory, 2nd Edition (BDI-2)
BRIGANCE© Inventory of Early Development-II (IED-II)
Carolina Curriculum for Preschoolers with Special Needs (CCPSN)
Preschool Child Observation Record, 2nd Edition (COR)
Creative Curriculum Development Continuum for Ages 3-5 (CCDC)
Learning Accomplishment Profile – Third Edition (LAP-3)

The decision has been made to organize this important data collection by Intermediate School Districts (ISDs). The State will be divided into three Cohorts for the SPP indicator #7 data collection process. There will be a three-year phase-in. Beginning with the fourth year of the implementation phase, data will be collected statewide annually.

On-going training and technical assistance for ISDs/LEAs will take place statewide to address data collection, reporting, and aggregation issues.

High/Scope Educational Research Foundation has been awarded the Preschool Measurement Outcomes Grant. Initially they will collect, aggregate and report data to the Michigan Department of Education (MDE). High/Scope will also lead the development of an electronic Information Management System that will allow MDE to manage the collection and reporting of the data in the future.

This User Guide will support the efforts of measuring preschool outcomes in a variety of ways. Sections include language specific to legal mandates related to this initiative and relevant materials for the assessment tools used for this purpose.

Please contact the Office of Early Childhood Education and Family Services at (517) 373-8483 with questions or for technical assistance.

## About The High/Scope Educational Research Foundation

The High/Scope Educational Research Foundation is an independent, nonprofit 501(c) 3 organization with headquarters in Ypsilanti, Michigan. Founded in 1970, High/Scope's mission is to lift lives through education so everyone can succeed in life and contribute to society. Its vision is widespread participatory education in which students and teachers are partners in shaping the learning experience. To this end, it engages in evaluative research, development of curriculum, training, and assessment materials, and dissemination through educational services and publishing. These activities target teachers and service workers, primarily in early childhood programs and also in elementary schools and out-of-school youth programs. It also disseminates research findings to those who influence children's lives, such as teachers, service workers, parents, administrators, policymakers, academics, and researchers. The Foundation also has initiatives in early childhood literacy and elementary education through movement.

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**Acknowledgements**

The Michigan Department of Education and the High/Scope Educational Research Foundation made every effort to solicit and respond to feedback from the creators and/or vendors of the seven tools described in this document. They were shown all of the instrument descriptions and alignments to Michigan Early Learning Expectations for Three and Four Year Olds done by High/Scope staff. All developer/vendor suggested additions, revisions, and deletions were honored. The Michigan Department of Education and the High/Scope Educational Research Foundation would like to thank all of the individuals who provided information about their tool to be included in this document.

In order to insure communication between the field, the Office of Early Childhood Education and Family Services and the Office of Special Education and Early Intervention Services, an advisory committee was formed. The Michigan Department of Education and High/Scope would like to thank the members of that committee for providing valuable information that shaped the implementation strategy for this project. Committee members include:

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## Preface

Under the reauthorization of the Individuals with Disabilities Education Act (IDEA 2004) each state is required to develop and implement a State Performance Plan (SPP). Michigan's SPP has been submitted to and approved by the United States Department of Education, Office of Special Education Programs (OSEP) and assures continued eligibility for federal funding. The SPP contains improvement strategies based upon compliance findings and student performance data.

The SPP consists of several Parts and corresponding Indicators. This document is specific to Part B, Indicator #7: Preschool Outcomes: Percent of preschool children with Individual Education Plans (IEPs) who demonstrated improved:

A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

States are required to report to the federal government the amount of progress they are making in moving children with IEPs towards skill development at a level comparable to that of their typically developing peers.

The Early Childhood Outcomes Center (ECO)[1] has provided guidance to states on how to understand measure, and report these outcomes to meet federal requirements. ECO has defined these three outcome areas as follows[2]:

Positive social-emotional skills refer to how children get along with others, how they relate with adults and with other children. For older children, these skills also include how children follow rules related to groups and interact with others in group situations such as a child care center. The outcome includes the ways the child expresses emotions and feelings and how he or she interacts with and plays with other children.

The acquisition and use of knowledge and skills refers to children's abilities to think, reason, remember, problem solve, and use symbols and language. The outcome also encompasses children's understanding of the physical and social worlds. It includes understanding of early concepts (e.g., symbols, pictures, numbers, classification, spatial relationships), imitation, object permanence, the acquisition of language and communication skills, and early literacy and numeracy skills. The outcome also addresses the precursors that are needed so that children will experience success later in elementary school when they are taught academic subject areas (e.g., reading, mathematics).

[1] ECO is a 5-year project funded by the U. S. Department of Education Office of Special Education Programs in October 2003. See http://www.fpg.unc.edu/~ECO/.
[2] Definitions provided here taken from the ECO website http://www.fpg.unc.edu/~eco/faqs_view_item.cfm?ID=10.

The use of appropriate behavior to meet needs refers to the actions that children employ to take care of their basic needs, including getting from place to place, using tools (e.g., fork, toothbrush, crayon), and in older children, contributing to their own health and safety. The outcome includes how children take care of themselves (e.g., dressing, feeding, hair brushing, toileting), carry out household responsibilities, and act on the world to get what they want. This outcome addresses children's increasing capacity to become independent in interacting with the world and taking care of their needs.

Every state is required to report on the skill development of all children with IEPs in all three of these outcome areas. Specifically, there are five categories of progress that must be reported. States must report the percentage of children who are in each of the five categories below for all three outcome areas, annually. The five reporting categories are:

a. Did not improve functioning

b. Improved functioning, but not sufficiently to move nearer to functioning comparable to same-aged peers

c. Improved functioning to a level nearer to same-aged peers but did not reach it

d. Improved functioning to reach a level comparable to same-aged peers

e. Maintained functioning at a level comparable to same-aged peers

## Introduction

This document focuses on how the state of Michigan will collect and report data in order to meet their federal OSEP reporting requirements. First, data collection and reporting procedures will be explained in this Introduction. Following the Introduction, there are seven major sections of this guide. Each section corresponds to a different assessment tool that can be used to collect required child outcomes data. Specifically, for every tool there is a description of its content, an alignment to the Michigan Early Learning Expectations for Three and Four Year Olds (MELE), a cross-walk between its content and the three OSEP outcomes, and score translation information explaining how to turn a specific score on the tool into a 7-point scale score.

### Measuring Child Outcomes

The state of Michigan has selected seven tools that ISDs and LEAs can use to collect child outcomes information. Those seven assessment tools are:

Assessment, Evaluation, and Programming System (AEPS)

Battelle Developmental Inventory, 2nd Edition (BDI-2)

BRIGANCE© Inventory of Early Development-II (IED-II)

Carolina Curriculum for Preschoolers with Special Needs (CCPSN)

Preschool Child Observation Record, 2nd Edition (COR)

Creative Curriculum Development Continuum for Ages 3-5 (CCDC)

Learning Accomplishment Profile – Third Edition (LAP-3)

ISDs and LEAs can use one or more of these tools. Each of them was chosen for their ability to comprehensively measure the whole child. It is important to note that regardless of a child's reason for receiving special education services, their development in all three OSEP outcome areas must be reported.

A clear challenge for reporting is the question of how to combine assessment data from multiple tools, time periods, assessors, and children into one, coherent set of data from which to report progress towards federally mandated outcomes. ECO has provided guidance on how states can approach this problem. Specifically, their 7-point scale Child Outcomes Summary Form provides a way to integrate information across data sources. In the state of Michigan, this scale, with slight modifications by an advisory committee, will be used.

## 7 – Point Rating Scale Definitions

**1. Not Yet**
Child does **not yet** show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a **much younger child**.

**2. Between Not Yet and Emerging**

**3. Emerging**
Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and **emerging** skills upon which to build age-appropriate functioning. Functioning might be described as that of a **younger child**.

**4. Between Emerging and Somewhat**

**5. Somewhat**
Child shows functioning expected of a child his/her age **some** of the time and/or in **some** situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a **slightly younger child**.

**6. Between Somewhat and Completely**
Child shows functioning expected of a child his/her age **most** of the time and/or in **most** situations. Child's behaviors and skills are considered **mostly** appropriate for his/her age but there are **some concerns** about the child's functioning in this outcome area.

**7. Completely**
Child consistently shows functioning expected of a child his/her age in **all or nearly all** situations. Child's behaviors and skills are considered **appropriate** for his/her age. There are **no concerns** about this child's functioning in this outcome area.

Reporting Child Outcome Information to the State

Within thirty days of the beginning of the receipt of services (entry), a child must be assessed on all three outcome areas. That child must also be assessed again within thirty days of their completing or leaving services (exit). There are several steps each service provider and ISD must take in order to collect, summarize, and report outcomes data for all eligible children.

**Step 1:** Assess the child using the tool(s) that are a part of your ISD's/School District's state approved assessment plan.

**Step 2:** Use guidance provided by the tool's creator (or the translation guide in this manual if you do not have that vendor information) to change raw scores on the assessment tool to a 7-point scale score to answer questions 1a, 2a, and 3a on the scannable Michigan OSEP Child Summary Data Collection Form for 3 – 5 Year Olds.

**Step 3:** At Exit ONLY, answer yes or no to questions 1b, 2b, and 3b on the scannable Michigan OSEP Child Summary Data Collection Form for 3 – 5 Year Olds.

**Step 4:** Fully bubble in answers to all sections of the Summary Form using the rules below:

- Side 1 can be completed by school district staff that regularly deal with data entry and student records.
- Side 2 must be completed by the staff person responsible for assessing the child.
- Use only a #2 pencil, **no** ink.
- Write **and** bubble-in full school district and SRSD Unique Identification Code. Do **NOT** make this number up. It can be obtained from th UIC Resolver for your school district, whose name is available at this link: https://cepi.state.mi.us/SRSD/CEPI Reports/SRSDResolver.asp
- Use only **original** forms. DO NOT USE A PHOTOCOPY.
- Do **not** fold or staple forms.
- Fill in all circles completely.
- Erase **all** stray marks and errors completely.
- **No** sticky notes; *please include additional sheets for comments.*
- Do **not** three**-**hole punch forms.

## Instructions by Section for Completign the Michigan OSEP Child Summary Data Collection Form for 3 – 5 Year Olds

| Section | Instructions | Notes |
|---|---|---|
| Child's Name (first, mi, last) | Write and bubble in | |
| Race/Ethnicity | Mark only one | |
| Gender | Mark only one | |
| Date of Birth | Write and bubble in | (mm/dd/yy) means month/day/year, example 01/12/07. |
| Special Needs Eligibility | Mark only primary eligibility | |
| Single Record Student Database (SRSD) Unique Identification Code (UIC) | Write and bubble in | Make sure to use **all** boxes. For example, if a child's UIC is 0012067894, do **not** write in 12067894. |
| District Code | Write and bubble in | |
| Assessment Tool(s) Used | Mark all that apply | If other, write in name of tool used; do NOT use acronyms. |
| Date of Form Completion | Write and bubble in | (mm/dd/yy) means month/day/year example 01/12/07. |
| Data Collection Entry or Exit | Mark only one | |
| 7 – Point Rating Scale Questions 1a, 2a, 3a | Mark only one | Use vendor information or state provided translation guidance. **These MUST be filled in at BOTH Entry and Exit.** |
| Any Progress Yes/No Questions 1b, 2b, 3b | Mark only one | Complete only at exit. **These must NOT be filled in at ENTRY, and MUST ONLY be filled in at EXIT.** |

When collecting child outcoems data and preparing to send information to the state, keep in mind these important points:

- All children must have a SRSD Unique Identification (UIC) 10-digit code.
- A child must have entry data reported within 30 school days of beginning the program and/or service.
- A child must have exit data reported within 30 school days prior to exiting the program and/or service.
- All domains must be assessed and reported regardless of the child's disability.
- School districts should maintain assessment results for documentation purposes.

- It is recommended a copy of the summary form be placed in the CA-60 file prior to submission.

- Part C exit data is allowable for Part B data entry.

- Exit of the program and/or service means the following:
  - The child is no longer determined eligible.
  - The child transitions to kindergarten, regardless of age or related services they will continue to receive in kindergarten.
  - The child has reached age six.

How the State Will Report Progress in Federal Reports

This statewide data collection process is being phased in over the course of three years. ISDs were divided into three data collection cohorts. Once a cohort begins collecting OSEP outcomes data, it continues to do so indefinitely. The random assignment to cohorts is as follows:

| **Cohort 1 (2006 – 2007)** | **Cohort 2 (2007 – 2008)** | **Cohort 3 (2008 – 2009)** |
|---|---|---|
| Barry ISD | Allegan County ISD | Alpena-Montgomery-Alcona ESD |
| Bay-Arenac ISD | Berrien ISD | Calhoun ISD |
| Branch ISD | Clare-Gladwin RESD | Charlevoix-Emmet ISD |
| C.O.O.R. ISD | Dickinson-Iron ISD | Cheb-Otsego-Presque Isle ESD |
| Eastern Upper Peninsula ISD | Kent ISD | Clinton County RESA |
| Eaton ISD | Lapeer ISD | Copper Country |
| Gogebic-Ontonagon ISD | Lewis Cass ISD | Delta-Schoolcraft ISD |
| Huron ISD | Livingston ESA | Gratiot-Isabella RESD |
| Ingham ISD | Manistee ISD | Genesee ISD |
| Ionia ISD | Mason-Lake ISD | Hillsdale ISD |
| Iosco RESA | Menominee ISD | Jackson ISD |
| Marquette-Alger RESA | Muskegon Area ISD | Kalamazoo RESA |
| Mecosta-Osceola ISD | Oakland Schools | Lenawee ISD |
| Monroe ISD | Oceana ISD | Macomb ISD |
| Newaygo ISD | Saginaw ISD | Midland County ESA |
| St. Clair ISD | Shiawassee RESD | Montcalm Area ISD |
| Traverse Bay Area ISD | St. Joseph County ISD | Ottawa Area ISD |
| Washtenaw ISD | Van Buren ISD | Sanilac ISD |
| Wayne RESA | Wexford-Missaukee ISD | Tuscola ISD |

In February 2007, using Cohort 1 entry data, the state reported baseline statistics on each of the three OSEP outcome areas. By law, the state is required in its next February 2008 report (and in every subsequent annual report) to show the levels of progress made by children in Michigan. The following table shows how 7 – point

scale scores will be used by High/Scope to create a report that the state will then submit to the federal government.

## Reporting Progress Using 7-Point Scale Scores

| Reporting Category | 7-Point Scale Score Change |
|---|---|
| **a. % of children who did not improve functioning.**<br>These children either acquired no new skills or behaviors, or their level of functioning has regressed between entry and exit. | Children who are scored lower at exit than entry (or are scored a 1 at both entry and exit) and received a "no" on question b at exit. |
| **b. % of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.**<br>These children acquired new skills and behaviors but there has been no positive change in their developmental trajectories. At exit, they were acquiring new skills at the same or lower rates than they had when they began services. | Children who are scored a 5 or lower at entry, scored the same or lower at exit, and received a "yes" on question b at exit. |
| **c. % of children who improved functioning to a level nearer to same-aged peers but did not reach it.**<br>These children acquired skills and new behaviors at a faster rate after beginning services than they had before. There was a positive change in their developmental trajectories but they had not attained functioning comparable to same-aged peers by the time they exited the program. | Children who are scored higher at exit than entry but did not reach 6 or 7. |
| **d. % of children who improved functioning to reach a level comparable to same-aged peers.**<br>These children did not show functioning comparable to same-aged peers at entry but did at exit. | Children who are scored a 5 or lower at entry and a 6 or 7 at exit. |
| **e. % of children who maintained functioning at a level comparable to same-aged peers.**<br>These children showed functioning comparable to same-aged peers at both entry and exit. | Children who are scored a 6 or 7 at both entry and exit. |

**% a + % b + % c + % d + % e = 100% for each outcome.**

Organization of Assessment Tool Information

In the following seven sections of this document, each of the approved tools is described, its content aligned with the MELE and with the three OSEP outcome areas, and guidance is provided on how to translate a specific score on that particular tool into a 7 – point scale score.

High/Scope staff from its Early Childhood and Research departments reviewed each of the seven state approved tools. They then created brief summaries of the content of each tool and aligned that content to the MELE. Some of the measures had a limited the number of items, organized by major developmental areas. Other measures had many items (sometimes several hundred), organized by areas and subareas (or subdomains).

A set of decision rules were adopted to insure that the alignments were done consistently across staff members and tools. The following four rules, applied uniformly across instruments, helped to insure that the alignments are valid, and reliable.

1. Depending on the measure and area of development, there may be no (zero) items or many items on the instrument that align with the standards.

2. Avoid both "false positives" (that is, aligning a subscale when only a few of many items are related to a standard's content) and "false negatives" (that is, not including a subscale when several items are relevant).

3. Consider a subscale or subdomain "aligned" if at least 20% of its items fit the definitions and examples of an early learning expectation.

4. In judging whether an item or subscale/subdomain is aligned with a Michigan expectation, be literal and objective in interpreting and applying the wording of the expectation. For example:

(a) If an instrument has an item about "asking 'how' and 'why' questions," but the item is not specific to scientific investigation, consider the item aligned with the first expectation under Approaches to Learning but not under Early Learning in Science.

(b) If an item refers to drawing or copying a figure with an emphasis on eye-hand coordination rather than expressing or representing the child's ideas, align it with the third expectation (fine motor skills) under Physical Development and Health but not the first expectation (visual arts) under Creative Development.

Crosswalks of assessment tool content to the OSEP outcome areas provided here are taken from work done by ECO and the tools' vendors. Users of this guide are

encouraged to frequently check the ECO and vendors' websites for updated information on the tools they are using.

MDE and High/Scope are committed to providing data driven and research validated guidance on how to translate specific assessment tool scores into the 7 – point scale. To that end, tool developers and/or vendors were solicited for their input on what to include in this document about their tool. In some instances, specific guidance was provided, in others, general decision rules were suggested. Neither MDE nor High/Scope make any claims that all of the guidance for score translations in this document is data driven or research validated. Users should refer to the vendor/developer for more detailed/alternate interpretations of their data.

## Assessment, Evaluation, and Programming System (AEPS)

The *Assessment, Evaluation, and Programming System (AEPS)* is a criterion-referenced assessment tool developed for use by direct service personnel (e.g., classroom interventionists, home visitors) and specialists (e.g., communication specialists, occupational therapist, physical therapists, psychologists) to assess and evaluate the skills and abilities of infants and young children who are at risk and who have disabilities. The AEPS includes assessment/evaluation, curricular and family participation components for the developmental range from birth to six years.

The AEPS, unlike many of the standardized norm-referenced tests or screening tools used in the special needs field that generate only numerical scores, provides material that informs intervention content and procedures and can be used to formulate developmentally appropriate goals and outcomes and monitor child progress. The *AEPS Administration Guide* outlines the following seven steps for administering the AEPS in center-based settings (similar steps apply to home-based settings): 1. Identify the child or children to be assessed; 2. Review AEPS Test items for the area you plan to address; 3. Organize the testing environment; 4.Select the data recording form that matches your assessment procedure; 5. Prepare for data collection; 6. Record assessment data using the three-point scoring options (2 = consistently meets criterion; 1 = inconsistently meets criterion; 0 = does not meet criterion); and 7. Summarize child's performance across areas.

The AEPS consists of six content areas, strands within each content area, and goals or objectives within each strand. These are listed below.

<u>Content Areas, Strands, and Goals/Objectives</u>

**Fine Motor Area**

**A. Bilateral Motor Coordination**

G1. Uses two hands to manipulate objects, each hand performing different movements

G2. Cuts out shapes with curved lines

**B. Emergent Writing**

G1. Writes using three-finger group

G2. Prints pseudo-letters

G3. Prints first name

**Gross Motor Area**

**C. Balance and Mobility**

G1. Runs avoiding obstacles

G2. Alternates feet walking up and down stairs

**D. Play skills**

G1. Jumps forward
G2. Bounces, catches, kicks, and throws ball
G3. Skips
G4. Rides and steers two-wheel bicycle

## Adaptive Area

**A. Mealtime**

G1. Eats and drinks a variety of foods using appropriate utensils with little or no spilling
G2. Prepares and serves food

**B. Personal Hygiene**

G1. Carries out all toileting functions
G2. Washes and grooms self

**C. Dressing and Undressing**

G1. Unfastens fasteners on garments
G2. Selects appropriate clothing and dresses self at designated times
G3. Fastens fasteners on garments

## Cognitive Area

**A. Concepts**

G1. Demonstrates understanding of color, shape, and size concepts
G2. Demonstrates understanding of qualitative and quantitative concepts
G3. Demonstrates understanding of spatial and temporal relations concepts

**B. Categorizing**

G1. Groups objects, people, or events on the basis of specified criteria

**E. Sequencing**

G1. Follows directions of three or more related steps that are not routinely given
G2. Places objects in series according to length or size
G3. Retells event in sequence

**F. Recalling Events**

G1. Recalls events that occurred on same day, without contextual cues

**G. Problem Solving**

G1. Evaluates solutions to problems
G2. Makes statements and appropriately answers questions that require reasoning about objects, situations, or people

**H. Play**

G1. Engages in cooperative, imaginary play
G2. Engages in games with rules

**I. Premath**

G1. Counts at least 20 objects
G2. Demonstrates understanding of printed numerals

**J. Cognitive/PHONOLOGICAL AWARENESS and EMERGENT READING:**

G1. Demonstrates phonological awareness skills
G2. Uses letter-sound associations
G3. Reads words by sight

## Social-Communication Area

**A. Social-Communicative Interactions**

G1. Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions
G2. Uses conversational rules
G3. Establishes and varies social-communicative roles

**B. Production of Words, Phrases, and Sentences**

G1. Uses verbs
G2. Uses noun inflections
G3. Asks questions G4. Uses pronouns
G5. Uses descriptive words

## Social Area

**A. Interaction with Others**

G1. Interacts with others as play partners
G2. Initiate cooperative activity
G3. Resolves conflicts by selecting effective strategy

**B. Participation**

G1. Initiates and completes age-appropriate activities
G2. Watches, listens, and participates during small group activities
G3. Watches, listens, and participates during large group activities

**C. Interaction with Environment**

G1. Meets physical needs in socially appropriate ways
G2. Follows context-specific rules outside home and classroom

**D. Knowledge of Self and Others**

G1. Communicates personal likes and dislikes
G2. Understands how own behaviors, thoughts, and feelings relate to consequences for others
G3. Relates identifying information about self and others

## Alignment of the AEPS to the MELE

Note: Michigan Early Learning Expectations are in **boldface**, followed in regular font by the corresponding items on the instrument being aligned.

| APPROACHES TO LEARNING |
|---|
| **1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.** |
| *Cognitive: E. Problem Solving*<br>E-G2. Makes statements and appropriately answers questions that require reasoning about objects, situations, or people<br><br>*Social: A. Interaction with Others*<br>A-G2. Initiates cooperative activity<br><br>*Social-Communication: B. Production of Words, Phrases, and Sentences*<br>B-G3. Asks questions |
| **2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.** |
| *Cognitive: C. Sequencing*<br>C-G1. Follows directions of three or more related steps that are not routinely given<br><br>*Cognitive: E. Problem Solving*<br>E-G1. Evaluates solutions to problems<br><br>*Cognitive: F. Play*<br>F-G1. Engages in cooperative, imaginary play<br><br>*Social: B. Participation*<br>B-G1. Initiates and completes age–appropriate activities<br>B-G2. Watches, listens, and participates during small group activities<br>B-G3. Watches, listens, and participates during large group activities |
| **3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.** |
| *Cognitive: F. Play*<br>F-G1. Engages in cooperative, imaginary play |

| SOCIAL AND EMOTIONAL DEVELOPMENT |
|---|
| **1. Children develop and exhibit a healthy sense of self.** |
| *Social: D. Knowledge of Self and Others*<br>D-G1. Communicates personal likes and dislikes<br>D-G3. Relates identifying information about self and others |
| **2. Children show increasing ability to regulate how they express their emotions.** |
| *Social: A. Interaction with Others*<br>A-G3. Resolves conflicts by selecting effective strategy<br><br>*Social: D. Knowledge of Self and Others*<br>D-G2. Understands how own behaviors, thoughts, and feelings relate to consequences for others |
| **3. Children develop healthy relationships with other children and adults.** |
| *Cognitive: F. Play*<br>F-G1. Engages in cooperative, imaginary play<br>F-G2. Engages in games with rules<br>*Social: A. Interaction with Others*<br>A-G1. Interacts with others as play partners<br>A-G2. Initiates cooperative activity<br>A-G3. Resolves conflicts by selecting effective strategy |
| **INTELLECTUAL DEVELOPMENT** |
| **1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.** |
| *Cognitive: A. Concepts*<br>A-G1. Demonstrates understanding of color, shape, and size concepts<br>A-G2. Demonstrates understanding of qualitative and quantitative concepts<br>*Cognitive: B. Categorizing*<br>B-G1. Groups objects, people, or events on the basis of specified criteria<br><br>*Cognitive: C. Sequencing*<br>C-G2. Places objects in series according to length or size |

| |
|---|
| *Cognitive: D. Recalling Events*<br>D-G1. Recalls events that occurred on same day, without contextual clues |
| **2. Children represent what they understand about the world through actions, objects, and words.** |
| *Cognitive: F. Play*<br>F-G1. Engages in cooperative, imaginary play |
| **3. Children gain, organize, and use information in increasingly complex ways.** |
| *Cognitive: E. Problem Solving*<br>E-G1. Evaluates solutions to problems |
| **4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.** |
| *Cognitive: E. Problem Solving*<br>E-G1. Evaluates solutions to problems<br>E-G2. Makes statements and appropriately answers questions that require reasoning about objects, situations, or people |
| **LANGUAGE AND EARLY LITERACY DEVELOPMENT** |
| **1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.**<br>**A. In comprehension strategies**<br>**B. In print and alphabetic knowledge**<br>**C. In concepts about reading**<br>*Cognitive: H. Phonological Awareness and Emergent Reading*<br>H-G1. Demonstrates phonological awareness skills<br>H-G2. Uses letter-sound associations to sound out and write words<br>H-G3. Reads words by sight |
| **2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.** |
| *Fine Motor: B. Emergent Writing*<br>B-G1. Writes using three-finger grasp<br>B-G2. Prints pseudo-letters<br>B-G3. Prints first name |

| |
|---|
| **3. Children develop abilities to express themselves clearly and communicate ideas to others.** |
| *Social-Communication: A. Social-Communicative Interactions*<br>A-G1. Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions<br>A-G2. Uses conversational rules<br>A-G3. Establishes and varies social-communicative roles<br>*Social-Communication: B. Production of Words, Phrases, and Sentences*<br>B-G1. Uses verbs<br>B-G2. Uses noun inflections<br>B-G3. Asks questions<br>B-G4. Uses pronouns<br>B-G5. Uses descriptive words |
| **4. Children grow in their capacity to use effective listening skills and understand what is said to them.** |
| *Social-Communication: A. Social-Communicative Interactions*<br>A-G2. Uses conversational rules<br>*Social: B. Participation*<br>B-G2. Watches, listens, and participates during small group activities<br>B-G3. Watches, listens, and participates during large group activities<br>*Cognitive: C. Sequencing*<br>C-G1. Follows directions of three or more related steps that are not routinely given |
| **5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.** |
| No corresponding items on the *AEPS* |
| **6. Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners** |
| No corresponding items on the *AEPS* |
| **7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.** |
| *Social-Communication: A. Social-Communicative Interactions*<br>A-G3. Establishes and varies social-communicative roles |

| CREATIVE DEVELOPMENT |
|---|
| 1. **Children show how they feel, what they think, and what they are learning through experiences in the visual arts.** |
| No corresponding items on the *AEPS* |
| **2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.** |
| No corresponding items on the *AEPS* |
| **3. Children show how they feel, what they think, and what they are learning through movement experiences.** |
| No corresponding items on the *AEPS* |
| **4. Children show how they feel, what they think, and what they are learning through dramatic play.** |
| *Cognitive: F. Play*<br>F-G1. Engages in cooperative, imaginary play |
| **5. Children develop rich and rewarding aesthetic lives.** |
| No corresponding items on the *AEPS* |
| **PHYSICAL DEVELOPMENT AND HEALTH** |
| **Physical Development** |
| **1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.** |
| *Gross Motor: A. Balance and Mobility*<br>A-G1. Runs avoiding obstacles |
| **2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.** |
| *Gross Motor: A. Balance and Mobility*<br>A-G1. Runs avoiding obstacles<br>A-G2. Alternates feet walking up and down stairs<br>*Gross Motor: B. Play Skills*<br>B-G1. Jumps forward<br>B-G2. Bounces, catches, kicks, and throws ball<br>B-G3. Skips<br>B-G4. Rides and steers two-wheel bicycle |

| |
|---|
| **3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.** |
| *Fine Motor: A. Bilateral Motor Coordination*<br>A-G1. Uses two hands to manipulate objects, each hand performing different movements<br>A-G2. Cuts out shapes with curved lines<br>*Fine Motor: B. Emergent Writing*<br>B-G1. Writes using three-finger grasp<br>*Adaptive: C. Dressing and Undressing*<br>C-G1. Unfastens fasteners on garments<br>C-G3. Fastens fasteners on garments |
| **4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.** |
| *Social: A. Interaction with Others*<br>A-G1. Interacts with others as play partners<br>A-G2. Initiates cooperative activity |
| **Health, Safety, and Nutrition** |
| **5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.** |
| *Adaptive: B. Personal Hygiene*<br>B-G1. Carries out all toileting functions<br>B-G2. Washes and grooms self<br>*Adaptive: C. Dressing and Undressing*<br>C-G1. Unfastens fasteners on garments<br>C-G2. Selects appropriate clothing and dresses self at designated times<br>C-G3. Fastens fasteners on garments<br>*Social: C. Interaction with Environment*<br>C-G1. Meets physical needs in socially appropriate ways |
| **6. Children recognize that they have a role in preventing accidents or potential emergencies.** |
| No corresponding items on the *AEPS* |
| **7. Children become aware of and begin to develop nutritional habits that contribute to good health.** |
| *Adaptive: A. Mealtime*<br>A-G1. Eats and drinks a variety of foods using appropriate utensils with little or no spilling<br>A-G2. Prepares and serves food |

| EARLY LEARNING IN MATHEMATICS |
|---|
| **1. Children begin to develop processes and strategies for solving mathematical problems.** |
| No corresponding items on the *AEPS* |
| **2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.** |
| *Cognitive: A. Concepts*<br>A-G1. Demonstrates understanding of color, shape, and size concepts<br>A-G2. Demonstrates understanding of qualitative and quantitative concepts<br>A-G3. Demonstrates understanding of spatial and temporal relations concepts<br>*Cognitive: B. Categorizing*<br>B-G1. Groups objects, people, or events on the basis of specified criteria<br>*Cognitive: C. Sequencing*<br>C-G2. Places objects in series according to length or size |
| **3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.** |
| No corresponding items on the *AEPS* |
| **4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.** |
| No corresponding items on the *AEPS* |
| **5. Children explore and discover simple ways to measure.** |
| *Cognitive: A. Concepts*<br>A-G3. Demonstrates understanding of spatial and temporal relations concepts<br>*Cognitive: C. Sequencing*<br>C-G1. Follows directions of three or more related steps that are not routinely given<br>C-G3. Retells event in sequence |
| **6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening**. |
| No corresponding items on the *AEPS* |

| |
|---|
| **7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.** |
| *Cognitive: G. Premath*<br>G-G1. Counts at least 20 objects<br>G-G2. Demonstrates understanding of printed numerals |
| **8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.** |
| *Cognitive: A. Concepts*<br>A-G1. Demonstrates understanding of color, shape, and size concepts<br>A-G3. Demonstrates understanding of spatial and temporal relations concepts |
| **EARLY LEARNING IN SCIENCE** |
| 1**. Children develop positive attitudes and gain knowledge about science through observation and active play.** |
| No corresponding items on the *AEPS* |
| **2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.** |
| No corresponding items on the *AEPS* |
| **3. Children show a beginning awareness of scientific knowledge related to the earth.** |
| No corresponding items on the *AEPS* |
| **EARLY LEARNING IN THE SOCIAL STUDIES** |
| **1. Children begin to understand and interpret their relationship and place within their own environment.** |
| *Social: D. Knowledge of Self and Others*<br>D-G3. Relates identifying information about self and others |
| **2. Children begin to recognize that many different influences shape people's thinking and behavior.** |
| No corresponding items on the *AEPS* |
| **3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.** |
| No corresponding items on the *AEPS* |

| |
|---|
| **4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.** |
| *Cognitive: F. Play*<br>F-G2. Engages in games with rules<br>*Social: C. Interaction with Environment*<br>C-G1. Follows context-specific rules outside home and classroom |
| **5. Children increase their understanding about how basic economic concepts relate to their lives.** |
| No corresponding items on the *AEPS* |
| **6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.** |
| No corresponding items on the *AEPS* |
| **EARLY SKILLS IN USING TECHNOLOGY** |
| **1. Children explore and use various types of technology tools.** |
| No corresponding items on the *AEPS* |
| **2. Children can name various components of computer systems and use various input devices.** |
| No corresponding items on the *AEPS* |
| **3. Children work cooperatively with others while using technology tools.** |
| No corresponding items on the *AEPS* |
| **4. Children demonstrate responsible handling of technology equipment.** |
| No corresponding items on the *AEPS* |

## AEPS Crosswalk with OSEP Child Outcomes

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| Outcome 1: Postivie social-emotional skills | Outcome 2: Acquisition and use of knowledge and skills | Outcome 3: Appropriate behaviors to meet needs |
|---|---|---|
| Cognitive<br>Evaluates solutions to problems<br><br>Makes statements and appropriate answers questions that require reasoning about objects, situations, or people<br><br>Engages in games with rules<br><br>Social-Communication<br>Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions<br><br>Uses conversational rules Establishes and varies social-communicative roles | Fine Motor<br>Prints pseudo-letters<br><br>Prints first name<br><br>Cognitive<br>Demonstrates understanding of color, shape, and size concepts<br><br>Demonstrates understanding of qualitative and quantitative concepts<br><br>Demonstrates understanding of spatial and temporal relations concepts<br><br>Groups objects, people, or events on the basis of specified criteria<br><br>Follows directions of three or more related steps that are not routinely given<br><br>Places objects in series according to length or size<br><br>Retells events in sequence<br><br>Recalls events that occurred on same-day, without contextual cues Evaluates solutions to problems<br><br>Makes statements and appropriately answers questions that require reasoning about objects, situations, or people | Fine Motor<br>Uses two hands to manipulate objects, each hand performing different movements<br><br>Adaptive<br>Eats and drinks a variety of foods using appropriate utensils with little or no spilling<br><br>Prepares and serves food<br><br>Carries out all toileting functions<br><br>Washes and grooms self at designated times<br><br>Fastens fasteners on garments |

| **Outcome 1: Postivie social-emotional skills** | **Outcome 2: Acquisition and use of knowledge and skills** | **Outcome 3: Appropriate behaviors to meet needs** |
|---|---|---|
| Social<br>Interacts with others as play partners<br><br>Initiatives cooperative activity<br><br>Resolves conflicts by selecting effective strategy<br><br>Initiates and completes age-appropriate activities<br><br>Watches, listens, and aparticipates during small-group activities<br><br>Watches, listens and participates during large-group activitiesFollows context-specific rules outside home and classroom<br><br>Follows context-specific rules outside home and classroom<br><br>Understands how own behaviors, thoughts, and feelings relate to consequences for others | Engages in cooperative, imaginary play<br><br>Counts at least 20 objects<br><br>Demonstrates understanding of printed numerals<br><br>Demonstrates phonological awareness skills<br><br>Uses letter-sound associations to sound out and write words<br><br>Reads words by sight<br><br>Social-Communication<br>Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions<br><br>Uses conversational rules<br><br>Establishes and varies social-communicative roles<br><br>Uses verbs<br><br>Uses noun inflections<br><br>Asks questions<br><br>Uses pronouns<br><br>Uses descriptive words | Social-Communication<br>Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions<br><br>Asks questions<br><br>Social<br>Meets physical needs in socially appropriate ways<br><br>Follows context-specific rules outside home and classroom<br><br>Communicates personal likes and dislikes |

## AEPS Score Translation Guidance

See Appendix A.

# Battelle Developmental Inventory, 2nd Edition (BDI-2)

The *Battelle Developmental Inventory, 2nd Edition (BDI-2)* is a standardized assessment battery for children from birth through 7 years. Test administrators use three approaches to obtain information about each child: structured questions in a one-on-one setting, observation of normal activities in a child's natural environment (home, educational setting), and parent interview.

The BDI-2 assessment is organized into five domains: Adaptive, Personal-Social, Communication, Motor, and Cognitive. Each domain is further divided into subdomains and items. The instrument's administration manual includes descriptions of the BDI-2 domains and subdomains, general testing guidelines, and considerations for assessing children with special needs. The manual also includes information on developing and implementing individualized education programs using information obtained from the BDI-2.

The test kit contains the BDI-2 examiner's manual, five item test books (one for each domain, containing the test items and list of toys or materials needed), record forms, student workbooks, presentation cards, stimulus book, and plastic puzzle/strips sheet. BDI-2 manipulative kits are also available as well as computer software components for test administration.

Below is a list of the domains, subdomains, and items in the *Battelle Developmental Inventory.* For purposes of alignment with the Michigan Early Learning Expectations for Three- and Four-Year Children, and in consideration of applications to children with special needs, items in the range from 2 years, 0 months to 5 years, 11 months are included.

Domains, Subdomains, and Items

### *Adaptive*

SELF CARE (SC)

SC 11 The child helps dress himself or herself by holding out his or her arms and legs.
SC 12 The child asks for food or liquid with words or gestures.
SC 13 The child uses a spoon or other utensil to feed himself.
SC 14 The child removes his or her shoes without assistance.
SC 15 The child drinks from a cup without assistance and with little spilling.
SC 16 The child removes clothing unassisted.
SC 17 The child distinguishes between food substances and nonfood substances.
SC 18 The child removes clothing unassisted.
SC 19 The child accurately responds "Yes" or "No" when asked if he or she has to use the toilet.

SC 20 The child expresses a need to use the toilet.
SC 21 The child controls bowel movements regularly.
SC 22 The child asks for food at the table.
SC 23 The child blows his or her nose with assistance.
SC 24 The child washes and dries his or her hands without assistance.
SC 25 The child obtains a drink from a tap or other source without assistance.
SC 26 The child chooses the appropriate utensil for the food he or she is eating.
SC 27 The child sleeps through the night without wetting the bed.
SC 28 The child dresses and undresses without supervision.
SC 29 The child takes care of his or her own toileting needs.
SC 30 The child puts on clothing right-side out and front-side forward and puts shoes on the correct feet.
SC 31 The child prepares a toothbrush and brushes his or her teeth.
SC 31 The child cuts soft foods with the side of a fork.
SC 33 The child chooses clothing that is appropriate for the weather.
SC 34 The child chooses clothing that is appropriate for the occasion.
SC 35 The child takes a bath or shower without assistance.

PERSONAL RESPONSIBILITY (PR)
PR 1 The child moves independently around the house, requiring only occasional supervision.
PR 2 The child understands that hot is dangerous.
PR 3 The child puts away toys when asked.
PR 4 The child shows care when handling an infant or a small animal.
PR 5 The child indicates or describes an illness or ailment to an adult.
PR 6 The child demonstrates caution and avoids common dangers.
PR 7 The child responds to instructions given in a small group and initiates an appropriate task without being reminded.
PR 8 The child uses appropriate behavior and voice in public.
PR 9 The child continues to work on a learning task with minimal guidance.
PR 10 The child initiates and organizes his or her own activities.

## ***Communication***

RECEPTIVE COMMUNICATION (RC)
RC 10 The child identifies family members or pets when named.
RC 11 The child responds to simultaneous verbal and gestural commands.
RC 12 The child looks at or points to an object across the room when it is named.
RC 13 The child follows 3 or more familiar verbal commands.
RC 14 The child responds to the prepositions out and on.
RC 15 The child understands the simple possessive forms your and my.
RC 16 The child responds to who and what questions.
RC 17 The child understands the simple possessive form ‘s.
RC 18 The child follows 2-step verbal commands.
RC 19 The child responds to the prepositions toward and behind.
RC 20 The child responds to the adverbs softly and loudly.
RC 21 The child understands regular plural forms.

RC 22 The child understands the superlatives biggest and longest.
RC 23 The child responds to where and when questions.
RC 24 The child understands simple negations.
RC 25 The child associates spoken words with pictures.
RC 26 The child recalls events from a story presented orally--Level 1.

EXPRESSIVE COMMUNICATION (EC)
EC 10 The child uses variations in his or her voice.
EC 11 The child spontaneously initiates sounds, words, or gestures that are associated with objects in the immediate environment.
EC 12 The child uses 10 or more words.
EC 13 The child communicates in a back-and-forth, turn taking style using sounds, gestures, or other nonverbal methods.
EC 14 The child uses 2-word utterances to express meaningful relationships.
EC 15 The child uses words to express what he or she sees and does and to express the experiences that immediately affect him or her.
EC 16 The child uses words to get his or her needs met.
EC 17 The child uses 3-word phrases meaningfully.
EC 18 The child engages in extended and meaningful nonverbal exchanges with others.
EC 19 The child uses the pronouns I, you, and me.
EC 20 The child uses words to relate information about other people, their actions, or their experiences.
EC 21 The child responds "yes" or "no" appropriately.
EC 22 The child asks questions that begin with who and where.
EC 23 The child names his or her creation and labels its elements.
EC 24 The child asks questions that begin with why and how.
EC 25 The child uses the articles the and a.
EC 26 The child uses 5- or 6-word sentences.
EC 27 The child uses plural forms ending with the /s/ or /z/ sound.
EC 28 The child communicates his or her experiences clearly enough for others to understand.
EC 29 The child repeats familiar words with clear articulation.

## ***Cognitive***

ATTENTION AND MEMORY (AM)
AM 13 The child searches for a removed object.
AM 14 The child looks at, point to, or touches pictures in a book.
AM 15 The child attends to one activity for 3 or more minutes.
AM 16 The child finds an object hidden under one of two cups.
AM 17 The child selects the hand hiding a toy.
AM 18 The child attends to a learning task or story in a small group for 5 minutes.
AM 19 The child recites memorized lines from books, poems, television shows, or songs.
AM 20 The child locates hidden items in a picture scene.

AM 21 The child focuses his or her attention on one task while being aware of, but not distracted by, surrounding activities.
AM 22 The child recalls familiar objects.
AM 23 The child repeats 3-digit sequences.
AM 24 The child locates hidden items in a picture scene--Level 2.
AM 25 The child says the alphabet by rote.
AM 26 The child repeats 4-digit sequences.
AM 27 The Child recalls facts from an oral story.
AM 28 The child repeats sequences of 4 and 5 objects from memory.
AM 29 The child repeats sequences of 6 and 7 objects from memory.
AM 30 The child repeats 6-digit sequence.

REASONING AND ACADEMIC SKILLS (RA)
RA 1 The child recognizes himself or herself as the cause of events or happenings.
RA 2 The child experiments with variations of causal behavior.
RA 3 The child reaches around a barrier to obtain a toy.
RA 4 The child shows interest and enjoyment in age-appropriate books or printed materials.
RA 5 The child pulls a cloth to obtain an object.
RA 6 The child nests objects inside one another.
RA 7 The child matches colors.
RA 8 The child responds to one and one more.
RA 9 The child names the colors red, green, and blue.
RA 10 The child identifies sources of common actions.
RA 11 The child gives three objects on request.
RA 12 The finds comical, unexpected, or unusual events humorous.
RA 13 The child identifies the larger of two numbers.
RA 14 The child completes learning tasks having 2 or more steps without assistance.
RA 15 The child answers simple logic questions.
RA 16 The child recognizes picture absurdities.
RA 17 The child completes opposite analogies.
RA 18 The child identifies missing parts of objects.

PERCEPTION AND CONCEPTS (PC)
PC 5 The child physically explores or investigates his or her surroundings.
PC 6 The child imitates simple facial gestures.
PC 7 The child places a circle and a square in a form board.
PC 8 The child matches a circle, square, and triangle.
PC 9 The child identifies familiar objects by their use.
PC 10 The child sorts by color with demonstration.
PC 11 The child identifies big and little shapes.
PC 12 The child sorts by size with demonstration.
PC 13 The child sorts forms by shape.
PC 14 The child identifies the longer of two plastic strips.
PC 15 The child identifies colors of familiar objects.

PC 16 The child recognizes visual differences among similar shapes.
PC 17 The child identifies simple objects by touch.
PC 18 The child recognizes visual differences among similar numerals and letters.
PC 19 The child identifies soft, rough, and smooth textures.
PC 20 The child compares the sizes of familiar objects not in view.
PC 21 The child assembles a 6-piece puzzle of a person.
PC 22 The child identifies the pictures that is different--Level 1.
PC 23 The child understands relative time.
PC 24 The child identifies past and present activities.

***Motor***

GROSS MOTOR (GM)

GM 24 The child maintains or corrects his or her balance when moving from a standing position to other, nonvertical positions.
GM 25 The child walks up 4 stairs with support.
GM 26 The child walks down 4 stairs with support.
GM 27 The child runs 10 feet without falling.
GM 28 The child kicks a ball forward without falling.
GM 29 The child walks up and down stairs without assistance.
GM 30 The child walks backward 5 feet.
GM 31 The child throws a ball 5 feet forward with direction.
GM 32 The child jumps forward with both feet together.
GM 33 The child walks forward 2 or more steps on a line, alternating feet.
GM 34 The child walks down stairs without assistance, alternating feet.
GM 35 The child imitates the bilateral movements of an adult.
GM 36 The child bends over and touches the floor with both hands.
GM 37 The child catches an 8-inch ball from 5 feet away, using both hands.
GM 38 The child walks in a straight line, heel-to-toe for 4 or more steps.
GM 39 The child hops forward on one foot without support.
GM 40 The child stands on each foot alternately with eyes closed.
GM 41 The child Walks a 6-foot line on the floor, heel-to-toe, with eyes open.
GM 42 The child skips on alternate feet for 20 feet.
GM 43 The child throws a ball and hits a target with the dominant hand.
GM 44 The child jumps rope without assistance.
GM 45 The child throws a ball and hits a target with the nondominant hand.

FINE MOTOR (FM)

FM 11 The child extends a toy to a person and releases it from his or her grasp.
FM 12 The child intentionally propels or throws an object.
FM 13 The child removes forms from a form board.
FM 14 The child extends or points with his or her index finger independent of the thumb and other fingers.
FM 15 The child scribbles linear and/or circular patterns.
FM 16 The child uses pads of fingertips to grasp pencil.
FM 17 The child strings 4 large beads.
FM 18 The child holds paper with one hand while drawing or writing with the other hand.

FM 19 The child fastens clothing without assistance.
FM 20 The child wiggles his or her thumb in bending, circular, and back-and-forth movements.
FM 21 The child traces designs with curved edges.
FM 22 The child traces designs with corners.
FM 23 The child folds a sheet of paper.
FM 24 The child folds a piece of paper twice – once horizontally and again vertically at right angles.
FM 25 The child opens a small padlock with a key.
FM 26 The child cuts with scissors, following a line.
FM 27 The child crumples pieces of paper into balls with each hand.
FM 28 The child touches the fingertips of each hand successively with the thumb of the same hand.
FM 29 The child ties a single overhand knot around a crayon with a string.
FM 30 The child catches a tennis ball, tossed from 6 feet away, with one hand.

PERCEPTUAL-MOTOR (PM)
PM 1 The child reaches for and touches an object placed in front of him or her.
PM 2 The child reaches for an object with one hand.
PM 3 The child intentionally drops a cube into a cup with demonstration.
PM 4 The child places a raisin in a bottle.
PM 5 The child dumps a raisin from a bottle.
PM 6 The child places 4 rings on a post in any order.
PM 7 The child stacks 2 cubes.
PM 8 The child imitates circular markings.
PM 9 The child stacks 8 cubes vertically.
PM 10 The child imitates vertical and horizontal markings.
PM 11 The child copies a circle.

### ***Personal-Social***

ADULT INTERACTION (AI)
AI 13 The child shows appropriate affection toward people, pets, or possessions.
AI 14 The child responds positively to adult praise, rewards, or promise or rewards.
AI 15 The child greets familiar adults spontaneously.
AI 16 The child enjoys having someone read simple stories to him or her.
AI 17 The child helps with simple household tasks.
AI 18 The child responds positively when familiar adults or adults in authority initiate social contact.
AI 19 The child allows others to participate in his or her activities.
AI 20 The child initiates social contact or interactions with familiar adults.
AI 21 The child separates easily from the parent.
AI 22 The child uses adults other than his or her parents as resources.
AI 23 The child asks for adult help when needed.
AI 24 The child follows adult directions with little or no resistance.

AI 25 The child follows the rules give by an adult for playing simple childhood games with peers.
AI 26 The child follows classroom rules and regulations.
AI 27 The child attempts to be humorous.
AI 28 The child recognizes an adult's feelings.
AI 29 The child trusts familiar adults and accepts explanations from them.
AI 30 The child waits his or her turn for a teacher's or adult's attention.

PEER INTERACTION (PI)
PI 1 The child shows awareness of the presence of other children.
PI 2 The child enjoys playing with other children.
PI 3 The child plays independently in the company of peers.
PI 4 The child initiates social contact with peers in play.
PI 5 The child imitates the play activities of other children.
PI 6 The child responds differently to familiar and unfamiliar children.
PI 7 The child plays with a peer, using the same materials, without disturbing the other child's play.
PI 8 The child expresses affection or liking for a peer.
PI 9 The child shows sympathy or concern for others.
PI 10 The child interacts appropriately with peers in nonplay group activities.
PI 11 The child shares property with others.
PI 12 The child plays cooperatively with peers.
PI 13 The child initiates social contacts and interactions with peers.
PI 14 The child has special friends.
PI 15 The child willingly takes turns and shares.
PI 16 The child cooperates in group activities.
PI 17 The child willingly participates in new or unexpected activities or tasks.
PI 18 The child uses peers as resources.
PI 19 The child exchanges ideas with other children and goes along with other children's ideas.
PI 20 The child participates in competitive play activities.
PI 21 The child resolves a conflict with a peer without using aggression or violence.
PI 22 The child assumes a leadership role in peer relationships.
PI 23 The child initiates prosocial interactions.
PI 24 The child recognizes the basic similarities of all children.
PI 25 The child recognizes and accepts diversity among other children.

SELF-CONCEPT AND SOCIAL ROLE (SR)
SR 5 The child is aware of his or her feet.
SR 6 The child responds to his or her name.
SR 7 The child displays independent behavior.
SR 8 The child identifies himself or herself in a mirror.
SR 9 The child expresses ownership or possession.
SR 10 The child follows directions related to his or her daily routine.
SR 11 The child appropriately communicates a range or positive emotions.

SR 12 The child imitates others and changes his or her behavior based on what others are doing.
SR 13 The child shows pride in accomplishments.
SR 14 The child expresses enthusiasm for work or play.
SR 15 The child appropriately communicates a range or negative emotions.
SR 16 The child states his or her first name.
SR 17 The child uses objects in make-believe play.
SR 18 The child uses words for social contact.
SR 19 The child uses a personal pronoun (I or me) or his or her name to refer to himself or herself.
SR 20 The child states his or her age.
SR 21 The child engages in adult role-playing and imitation.
SR 22 The child states whether he or she is male or female.
SR 23 The child states his or her first and last names.
SR 24 The child speaks positively about himself or herself.
SR 25 The child recognizes the facial expressions or primary emotions.
SR 26 The child is aware of differences between males and females.
SR 27 The child recovers from distress in a reasonable amount of time when comforted.
SR 28 The child asserts himself or herself in socially acceptable ways.
SR 29 The child recognizes another's need for help and offers assistance.
SR 30 The child shows a positive attitude toward school.

## Alignment of the BDI-2 to the MELE

Note: Michigan Early Learning Expectations are in **boldface**, followed in regular font by the corresponding items on the instrument being aligned.

| APPROACHES TO LEARNING |
|---|
| **1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.** |
| *Adaptive: Personal Responsibility*<br>PR 1 The child moves independently around the house, requiring only occasional supervision.<br>*PR 9 The child continues to work on a learning task with minimal guidance.*<br>PR 10 The child initiates and organizes his or her own activities.<br>*Cognitive: Perception and Concepts*<br>PC 5 The child physically explores or investigates his or her surroundings.<br>*Communication: Expressive*<br>EC 22 The child asks questions that begin with *who* and *where*.<br>EC 24 The child asks questions that begin with *why* and *how.*<br>*Personal-Social: Peer Interaction*<br>PI 17 The child willingly participates in new or unexpected activities or tasks.<br>*Personal-Social: Self-Concept and Social Role*<br>SR 33 The child demonstrates the ability to "show and tell" without major discomfort. |
| **2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.** |
| *Adaptive: Personal Responsibility*<br>PR 7 The child responds to instructions given in a small group and initiates an appropriate task without being reminded.<br>PR 9 The child continues to work on a learning task with minimal guidance.<br>PR 10 The child initiates and organizes his or her own activities.<br>*Cognitive: Attention and Memory*<br>AM 15 The child attends to one activity for 3 or more minutes.<br>AM 18 The child attends to a learning task or story in a small group for 5 minutes.<br>AM 21 The child focuses his or her attention on one task while being aware of, but not distracted by, surrounding activities |

*Cognitive: Reasoning and Academic Skills*

RA 14 The child completes learning tasks having 2 or more steps.

*Personal-Social: Self Concept and Social Role*

SR 38 The child delays gratification until a task is completed.

SR 43 The child stays on-task and works through difficulties and frustrations.

**3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.**

*Personal-Social: Self Concept and Social Role*

SR 17 The child uses objects in make-believe play.

SR 21 The child engages in adult role-playing and imitation.

**SOCIAL AND EMOTIONAL DEVELOPMENT**

**1. Children develop and exhibit a healthy sense of self.**

*Adaptive: Personal Responsibility*

PR 1 The child moves independently around the house, requiring only occasional supervision

*Communication: Receptive*

RC 15 The child understands the simple possessive forms *your* and *my.*

*Communication: Expressive*

EC 16 The child uses words to get his or her needs met.

EC 19 The child uses the pronouns *I, you,* and *me*.

*Personal-Social: Adult Interaction*

AI 21 The child separates easily from the parent.

AI 28 The child recognizes an adult's feelings.

*Personal-Social: Peer Interaction*

PI 3 The child plays independently in the company of peers.

*Personal-Social: Self-Concept and Social Role*

SR 6 The child responds to his or her name.

SR 7 The child displays independent behavior.

SR 8 The child identifies himself or herself in a mirror.

SR 9 The child expresses ownership or possession

SR 13 The child shows pride in accomplishments.

SR 14 The child expresses enthusiasm for work or play.

SR 16 The child states his or her first name.

SR 19 The child uses a personal pronoun (I or me) or his or her name to refer to himself or herself.

SR 20 The child states his or her age.

SR 22 The child states whether he or she is male or female.

SR 23 The child states his or her first and last names.

SR 24 The child speaks positively about himself or herself.

SR 25 The child recognizes the facial expressions or primary emotions.

SR 30 The child shows a positive attitude toward school.

*Personal-Social: Self-Concept and Social Role*

SR 33 The child demonstrates the ability to "show and tell" without major discomfort.

**2. Children show increasing ability to regulate how they express their emotions.**

*Adaptive: Personal Responsibility*

PR 8 The child uses appropriate behavior and voice in public settings.

*Personal-Social: Adult Interaction*

AI 22 The child uses adults other than his or her parents as resources.

AI 23 The child asks for adult help when needed.

AI 24 The child follows adult directions with little or no resistance.

AI 25 The child follows the rules given by an adult for playing simple childhood games with peers.

AI 30 The child waits his or her turn for a teacher's or adult's attention.

*Personal-Social: Peer Interaction*

PI 18 The child uses peers as resources.

PI 21 The child resolves a conflict with a peer without using aggression or violence.

*Personal-Social: Self-Concept and Social Role*

SR10 The child follows directions related to his or her daily routine.

SR 11 The child appropriately communicates a range or positive emotions.

SR 15 The child appropriately communicates a range or negative emotions.

SR 27 The child recovers from distress in a reasonable amount of time when comforted.

SR 28 The child asserts himself or herself in socially acceptable ways.

*Adaptive: Personal Responsibility*

PR 3 The child puts away toys when asked.

PR 12 The child follows rules when playing simple games.

*Personal-Social: Self-Concept and Social Role*

SR 31 The child describes his or her feelings.

SR 35 The child uses adults appropriately to help resolve peer conflict.

SR 44 The child copes independently and appropriately with peer aggression directed at him or her.

**3. Children develop healthy relationships with other children and adults.**

*Communication: Expressive*

EC 13 The child communicates in a back-and-forth, turn taking style using sounds, gestures, or other nonverbal methods.

EC 18 The child engages in extended and meaningful nonverbal exchanges with others.

*Personal-Social: Adult Interaction*

AI 13 The child shows appropriate affection toward people, pets, or possessions.

AI 14 The child responds positively to adult praise, rewards, or promise or rewards.

AI 15 The child greets familiar adults spontaneously.

AI 16 The child enjoys having someone read simple stories to him or her.

AI 17 The child helps with simple household tasks.

AI 18 The child responds positively when familiar adults or adults in authority initiate social contact.

AI 19 The child allows others to participate in his or her activities.

AI 20 The child initiates social contact or interactions with familiar adults.

AI 22 The child uses adults other than his or her parents as resources.

AI 23 The child asks for adult help when needed.

AI 24 The child follows adult directions with little or no resistance.

AI 25 The child follows the rules give by an adult for playing simple childhood games with peers.

AI 27 The child attempts to be humorous.

AI 29 The child trusts familiar adults and accepts explanations from them.

*Cognitive: Perception and Concepts*

PC 6 The child imitates simple facial gestures.

*Personal-Social: Peer Interaction*

PI 1 The child shows awareness of the presence of other children.

PI 2 The child enjoys playing with other children.

PI 3 The child plays independently in the company of peers.

PI 4 The child initiates social contact with peers in play.

PI 5 The child imitates the play activities of other children.

PI 6 The child responds differently to familiar and unfamiliar children.

PI 7 The child plays with a peer, using the same materials, without disturbing the other child's play.

PI 8 The child expresses affection or liking for a peer.

PI 9 The child shows sympathy or concern for others.

PI 10 The child interacts appropriately with peers in nonplay group activities.

PI 11 The child shares property with others.

PI 12 The child plays cooperatively with peers.

PI 13 The child initiates social contacts and interactions with peers.

PI 14 The child has special friends.

PI 15 The child willingly takes turns and shares.

PI 16 The child cooperates in group activities.

PI 19 The child exchanges ideas with other children and goes along with other children's ideas.

PI 20 The child participates in competitive play activities.

PI 21 The child resolves a conflict with a peer without using aggression or violence.

PI 22 The child assumes a leadership role in peer relationships.

PI 23 The child initiates prosocial interactions.

PI 24 The child recognizes the basic similarities of all children.

PI 25 The child recognizes and accepts diversity among other children.

Personal-Social: Self-Concept and Social Role

SR 12 The child imitates others and changes his or her behavior based on what others are doing.

SR 18 The child uses words for social contact.

SR 26 The child is aware of differences between males and females.

SR 28 The child asserts himself or herself in socially acceptable ways.

SR 29 The child recognizes another's need for help and offers assistance.

*Adaptive: Personal Responsibility*

PR 13 The child asks permission to use others' possessions.

*Personal-Social: Self-Concept and Social Role*

SR 32 The child respects property and rights of others.

SR 34 The child recognizes the feelings of others.

SR 36 The child discriminates between socially acceptable and unacceptable behavior.

SR 37 The child shows moral responsibility.

SR 39 The child delays gratification until a task is completed.

SR 40 The child admits responsibility for errors or wrongdoing.

SR 41 The child considers the emotional or cognitive perspective of another person.

SR 42 The child seeks alternatives to problems without adult assistance.

**INTELLECTUAL DEVELOPMENT**

**1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.**

*Adaptive: Self Care*

SC 33 The child chooses clothing that is appropriate for the weather.

*Adaptive: Personal Responsibility*

PR 2 The child understands that hot is dangerous

*Cognitive: Attention and Memory*

AM 28 The child repeats sequences of 4 and 5 objects from memory.

AM 29 The child repeats sequences of 6 and 7 objects from memory.

*Cognitive: Reasoning and Academic Skills*

RA 9 The child names the colors red, green, and blue.

RA 10 The child identifies sources of common actions.

RA 16 The child recognizes picture absurdities.

RA 18 The child identifies missing parts of objects.

*Cognitive: Perception and Concepts*

PC 9 The child identifies familiar objects by their use.

PC 11 The child identifies big and little shapes.

PC 15 The child identifies colors of familiar objects not in view

PC 16 The child recognizes visual differences among similar shapes.

PC 17 The child identifies simple objects by touch.

PC 18 The child recognizes visual differences among similar numerals and letters.

PC 19 The child identifies soft, rough, and smooth textures.

PC 22 The child identifies the picture that is different--Level 1.

*Communication: Receptive*

RC 24 The child understands simple negations.

*Personal-Social: Peer Interaction*

PI 24 The child recognizes the basic similarities of all children.

*Personal-Social: Self-Concept and Social Role*

SR 22 The child states whether he or she is male or female.

SR 26 The child is aware of differences between males and females.

*Cognitive: Perception and Concepts*

PC 27 The child categorizes familiar objects by function.

PC 30 The child identifies the picture that is different – Level 2.

PC 38 The child sorts by multiple properties.

**2. Children represent what they understand about the world through actions, objects, and words.**

*Cognitive: Attention and Memory*

AM 13 The child searches for a removed object.

AM 16 The child finds an object hidden under one or two cups.

AM 22 The child recalls familiar objects.

*Cognitive: Reasoning and Academic Skills*

RA 3 The child reaches around a barrier to obtain a toy.

RA 17 The child completes opposite analogies.

*Cognitive: Perception and Concepts*

PC 21 The child assembles a 6-piece puzzle of a person.

*Cognitive: Perception and Concepts*

PC 35 The child understands that brother/sister is a reciprocal relationship.

*Communication: Receptive*

RC 23 The child responds to *where* and *when* questions.

*Communication: Expressive*

EC 15 The child uses words to express what he or she sees and does and to express the experiences that immediately affect him or her.

EC 20. The child uses words to relate information about other people, their actions, or their experiences.

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| **3. Children gain, organize, and use information in increasingly complex ways.** |
| *Adaptive: Personal Responsibility*<br>PR 11 The child answers "what-to-do-if" questions involving personal responsibility. |
| PR 12 The child follows rules when playing simple games.<br>PR 14 The child answers "what-do-do-if" questions involving personal responsibility.<br>*Cognitive: Reasoning and Academic Skills*<br>RA 12 The child finds comical, unexpected, or unusual events humorous.<br>RA 15 The child answers simple logic questions.<br>RA 19 The child sequences familiar events in logical order.<br>*Cognitive: Perception and Concepts*<br>PC 34 The child understands relative geographic size.<br>PC 36 The child differentiates present and future social roles.<br>PC 40 The child selects a picture using problem-solving strategies. |
| **4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.** |
| *Cognitive: Attention and Memory*<br>AM 16 The child finds an object hidden under one or two cups.<br>AM 17 The child selects the hand hiding a toy.<br>AM 20 The child locates hidden items in a picture scene--Level 1.<br>*Cognitive: Reasoning and Academic Skills*<br>RA 1 The child recognizes himself or herself as the cause of events or happenings.<br>RA 2 The child experiments with variations of causal behavior.<br>RA 5 The child pulls a cloth to obtain an object. |
| **LANGUAGE AND EARLY LITERACY DEVELOPMENT** |
| **1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.**<br>**A. In comprehension strategies**<br>**B. In print and alphabetic knowledge**<br>**C. In concepts about reading** |
| *Cognitive: Attention and Memory*<br>AM 14 The child looks at, points to, or touches pictures in a book.<br>AM 25 The child says the alphabet by rote |

AM 27 The child recalls facts from an oral story.

*Cognitive: Reasoning and Academic Skills*

RA 20 The child selects single words from visual presentation.

RA 24 The child writes letters that stand for sounds.

*Cognitive: Perception and Concepts*

PC 28 The child matches simple words.

**2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.**

*Motor: Perceptual*

PM 13 The child copies the letters *V*, *H*, and *T*.

PM 16 The child copies simple words.

PM 18 The child copies words with uppercase and lowercase letters.

PM 25 The child writes in script (cursive) rather than printing.

**3. Children develop abilities to express themselves clearly and communicate ideas to others.**

*Adaptive: Self Care*

SC 12 The child asks for food or liquid with words or gestures.

SC 20 The child expresses a need to use the toilet

SC 22 The child asks for food at the table

*Adaptive: Personal Responsibility*

PR 5 The child indicates or describes an illness or ailment to an adult.

*Communication: Expressive*

EC 10 The child uses variations in his or her voice.

EC 11 The child spontaneously initiates sounds, words, or gestures that are associated with objects in the immediate environment.

EC 12 The child uses 10 or more words

EC 13 The child communicates in a back-and-forth, turn taking style using sounds, gestures, or other nonverbal methods.

EC 14 The child uses 2-word utterances to express meaningful relationships.

EC 15 The child uses words to express what he or she sees and does and to express the experiences that immediately affect him or her.

EC 16 The child uses words to get his or her needs met.

EC 17 The child uses 3-word phrases meaningfully.

EC 18 The child engages in extended and meaningful nonverbal exchanges with others.

EC 19 The child uses the pronouns *I*, *you*, and *me*.

EC 20 The child uses words to relate information about other people, their actions, or their experiences.

EC 21 The child responds "yes" or "no" appropriately.

EC 22 The child asks questions that begin with *who* and *where*.

EC 23 The child names his or her creation and labels its elements

EC 24 The child asks questions that begin with *why* and *how*.

EC 25 The child uses the articles *the* and *a*.

EC 26 The child uses 5- or 6-word sentences.

EC 27 The child uses plural forms ending with the /s/ or /z/ sound.

EC 28 The child communicates his or her experiences clearly enough for others to understand.

EC 29 The child repeats familiar words with clear articulation.

*Personal-Social: Peer Interaction*

PI 19 The child exchanges ideas with other children and goes along with other children's ideas.

*Personal-Social: Self-Concept and Social Role*

SR 18 The child uses words for social contact.

**4. Children grow in their capacity to use effective listening skills and understand what is said to them.**

*Adaptive: Self Care*

SC 19 The child accurately responds "yes" or 'no" when asked if he or she has to use the toilet.

*Adaptive: Personal Responsibility*

PR 3 The child puts away toys when asked.

PR 7 The child responds to instructions given in a small group and initiates an appropriate task without being reminded.

*Cognitive: Attention and Memory*

AM 18 The child attends to a learning task or story in a small group for 5 minutes.

AM 19 The child recites memorized lines from books, poems, television shows, or songs.

AM 23 The child repeats 3-digit sequences.

AM 26 The child repeats 4 digit sequences .

AM 27 The child recalls facts from an oral story.

AM 30 The child repeats 6-digit sequences.

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| *Communication: Receptive*<br>RC 10 The child identifies family members or pets when named.<br>RC 11 The child responds to simultaneous verbal and gestural commands.<br>RC 12 The child looks at or points to an object across the room when it is named.<br>RC 13 The child follows 3 or more familiar verbal commands.<br>RC 14 The child responds to the prepositions *out* and *on.*<br>RC 15 The child understands the simple possessive forms *your* and *my.*<br>RC 16 The child responds to *who* and *what* questions.<br>RC 17 The child understands the simple possessive form 's.<br>RC 18 The child follows 2-step verbal commands.<br>RC 19 The child responds to the prepositions *toward* and *behind.*<br>RC 20 The child responds to the adverbs *softly* and *loudly*.<br>RC 21 The child understands regular plural forms.<br>RC 22 The child understands the superlatives *biggest* and *longest*.<br>RC 23 The child responds to *where* and *when* questions.<br>RC 24 The child understands simple negations.<br>RC 25 The child associates spoken words with pictures.<br>RC 26 The child recalls events from a story presented orally--Level 1.<br>*Communication: Expressive*<br>EC 21 The child responds "yes" or "no" appropriately.<br>*Personal-Social: Self-Concept and Social Role*<br>SR 10 The child follows directions related to his or her daily routine. |
| **5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.** |
| No corresponding items on the *Battelle* |
| **6. Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.** |
| *Cognitive: Reasoning and Academic Skills*<br>RA 4 The child shows interest and enjoyment in age-appropriate books or printed materials.<br>*Personal-Social: Adult Interaction*<br>AI 16 The child enjoys having someone read simple stories to him or her |

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| **7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.** |
| *Communication: Expressive*<br>EC 30 The child follows conventional rules of conversation.<br>EC 31 The child engages in meaningful dialogue. |
| **CREATIVE DEVELOPMENT** |
| **1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.** |
| *Motor: Perceptual*<br>PM 14 The child draws a personal with 6 parts. |
| **2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.** |
| No corresponding items on the *Battelle* |
| **3. Children show how they feel, what they think, and what they are learning through movement experiences.** |
| No corresponding items on the *Battelle* |
| **4. Children show how they feel, what they think, and what they are learning through dramatic play.** |
| *Personal-Social: Self Concept and Social Role*<br>SR 17 The child uses objects in make-believe play.<br>SR 21 The child engages in adult role-playing and imitation. |
| **5. Children develop rich and rewarding aesthetic lives.** |
| No corresponding items on the *Battelle* |
| **PHYSICAL DEVELOPMENT AND HEALTH** |
| **Physical Development** |
| **1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.** |
| *Personal-Social: Self-Concept and Social Role*<br>SR 5 The child is aware of his or her feet.<br>*Motor: Perceptual-Motor*<br>PM 1 The child reaches for and touches an objects placed in front of him or her.<br>PM 2 The child reaches for an object with one hand.<br>PM 5 The child dumps a raisin from a bottle. |

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| *Cognitive: Perception and Concepts*<br>PC 29 The child knows the right and left sides of his or her body. |
| **2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.** |
| *Motor: Gross Motor*<br>GM 24 The child maintains or corrects his or her balance when moving from a standing position to other, nonvertical positions.<br>GM 25 The child walks up 4 stairs with support.<br>GM 26 The child walks down 4 stairs with support.<br>GM 27 The child runs 10 feet without falling.<br>GM 28 The child kicks a ball forward without falling.<br>GM 29 The child walks up and down stairs without assistance.<br>GM 30 The child walks backward 5 feet.<br>GM 31 The child throws a ball 5 feet forward with direction<br>GM 32 The child jumps forward with both feet together.<br>GM 33 The child walks forward 2 or more steps on a line, alternating feet.<br>GM 34 The child walks down stairs without assistance, alternating feet.<br>GM 35 The child imitates the bilateral movements of an adult.<br>GM 36 The child bends over and touches the floor with both hands.<br>GM 37 The child catches an 8-inch ball from 5 feet away, using both hands.<br>GM 38 The child walks in a straight line, heel-to-toe for 4 or more steps.<br>GM 39 The child hops forward on one foot without support.<br>GM 40 The child stands on each foot alternately with eyes closed.<br>GM 41 The child Walks a 6-foot line on the floor, heel-to-toe, with eyes open.<br>GM 42 The child skips on alternate feet for 20 feet.<br>GM 43 The child throws a ball and hits a target with the dominant hand.<br>GM 44 The child jumps rope without assistance.<br>GM 45 The child throws a ball and hits a target with the nondominant hand. |
| **3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.** |
| *Adaptive: Self Care*<br>SC 13 The child uses a spoon or other utensil to feed himself. |

SC 18 The child removes clothing unassisted.

SC 28 The child dresses and undresses without supervision

SC 32 The child cuts soft foods with the side of a fork.

*Motor: Fine Motor*

FM 11 The child extends a toy to a person and releases it from his or her grasp.

FM 12 The child intentionally propels or throws an object

FM 13 The child removes forms from a form board.

FM 14 The child extends or points with his or her index finger independent of the thumb and other fingers.

FM 15 The child scribbles linear and/or circular patterns.

FM 16 The child uses pads of fingertips to grasp pencil.

FM 17 The child strings 4 large beads.

FM 18 The child holds paper with one hand while drawing or writing with the other hand.

FM 19 The child fastens clothing without assistance.

FM 20 The child wiggles his or her thumb in bending, circular, and back-and-forth movements.

FM 21 The child traces designs with curved edges.

FM 22 The child traces designs with corners.

FM 23 The child folds a sheet of paper.

FM 24 The child folds a piece of paper twice – once horizontally and again vertically at right angles.

FM 25 The child opens a small padlock with a key.

FM 26 The child cuts with scissors, following a line.

FM 27 The child crumples pieces of paper into balls with each hand.

FM 28 The child touches the fingertips of each hand successively with the thumb of the same hand.

FM 29 The child ties a single overhand knot around a crayon with a string.

FM 30 The child catches a tennis ball, tossed from 6 feet away, with one hand.

*Motor: Perceptual-Motor*

PM 3 The child intentionally drops a cube into a cup with demonstration.

PM 4 The child places a raisin in a bottle.

PM 6 The child places 4 rings on a post in any order.

PM 7 The child stacks 2 cubes.

PM 8 The child imitates circular markings.

PM 9 The child stacks 8 cubes vertically.

PM 10 The child imitates vertical and horizontal markings.

PM 11 The child copies a circle.

PM 12 The child copies a cross.

PM 15 The child copies the numeral 1 through 5.

PM 17 The child copies a triangle.

PM 19 The child copies directional arrows.

PM 20 The child copies a diamond.

PM 21 The child copies 2 tilted triangles.

PM 22 The child copies a 2-dimensional design.

PM 23 The child copies a 3-dimensional cylinder design.

PM 24 The child copies a 3-dimensional box design.

**4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.**

*Personal-Social: Peer Interaction*

PI 12 The child plays cooperatively with peers.

PI 16 The child cooperates in group activities.

**Health, Safety, and Nutrition**

**5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.**

*Adaptive: Self Care*

SC 11 The child helps dress himself or herself by holding out his or her arms and legs.

SC 14 The child removes his or her shoes without assistance

SC 16 The child removes clothing unassisted.

SC 17 The child distinguishes between food substances and nonfood substances.

SC 18 The child removes clothing unassisted.

SC 19 The child accurately responds "Yes" or "No" when asked if he or she has to use the toilet.

SC 20 The child expresses a need to use the toilet.

SC 21 The child controls bowel movements regularly

SC 23 The child blows his or her nose with assistance

SC 24 The child washes and dries his or her hands without assistance

SC 25 The child obtains a drink from a tap or other source without assistance.

SC 27 The child sleeps through the night without wetting the bed.

SC 28 The child dresses and undresses without supervision.

SC 29 The child takes care of his or her own toileting needs.

SC 30 The child puts on clothing right-side out and front-side forward and puts shoes on the correct feet.

SC 31 The child prepares a toothbrush and brushes his or her teeth.

SC 33 The child chooses clothing that is appropriate for the weather.

SC 35 The child takes a bath or shower without assistance.

*Adaptive: Personal Responsibility*

PR 5 The child indicates or describes an illness or ailment to an adult.

*Motor: Fine Motor*

FM 19 The child fastens clothing without assistance.

**6. Children recognize that they have a role in preventing accidents or potential emergencies.**

*Adaptive: Personal Responsibility*

PR 2 The child understands that hot is dangerous.

PR 6 The child demonstrates caution and avoids common dangers.

PR 11 The child answers "what-do-do-if" questions involving personal responsibility.

PR 14 The child answers "what-to-do-if" questions involving personal responsibility.

PR 16 The child crosses the street safely.

PR 17 The child knows his or her own phone number.

PR 21 The child knows his or her address.

**7. Children become aware of and begin to develop nutritional habits that contribute to good health.**

*Adaptive: Self Care*

SC 12 The child asks for food or liquid with words or gestures.

SC 13 The child uses a spoon or other utensil to feed himself.

SC 15 The child drinks from a cup without assistance and with little spilling.

SC 17 The child distinguishes between food substances and nonfood substances.

SC 22 The child asks for food at the table.

SC 26 The child chooses the appropriate utensil for the food he or she is eating.

SC 32 The child cuts soft foods with the side of a fork.

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| *Adaptive: Self-Care*<br>SC 25 The child obtains a drink from a tap or other source without assistance. |
| **EARLY LEARNING IN MATHEMATICS** |
| **1. Children begin to develop processes and strategies for solving mathematical problems.** |
| No corresponding items on the *Battelle* |
| **2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.** |
| *Cognitive: Reasoning and Academic Skills*<br>RA 6 The child nests objects inside one another.<br>RA 7 The child matches colors.<br>RA 10 The child identifies sources of common actions.<br>RA 19 The child sequences familiar events in logical order.<br>*Cognitive: Perception and Concepts*<br>PC 8 The child matches a circle, square, and triangle.<br>PC 10 The child sorts by color with demonstration.<br>PC 11 The child identifies big and little shapes.<br>PC 12 The child sorts by size with demonstration.<br>PC 13 The child sorts forms by shape.<br>PC 14 The child identifies the longer of two plastic strips.<br>PC 16 The child recognizes visual differences among similar shapes.<br>PC 20 The child compares the sizes of familiar objects not in view.<br>PC 27 The child categorizes familiar objects by function.<br>PC 38 The child sorts by multiple properties.<br>*Communication: Receptive*<br>RC 20 The child responds to the adverbs *softly* and *loudly*.<br>RC 22 The child understands the superlatives *biggest* and *longest*. |
| **3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.** |
| *Cognitive: Perception and Concepts*<br>PC 31 The child duplicates 7- and 8-object chains.<br>PC 32 The child duplicates 9- and 10-object chains.<br>PC 33 The child groups objects by shape and color. |

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| **4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.** |
| *Cognitive: Reasoning and Academic Skills*<br>RA 30 The child makes reasonable estimates. |
| **5. Children explore and discover simple ways to measure.** |
| *Cognitive: Perception and Concepts*<br>PC 23 The child understands relative time.<br>PC 24 The child identifies past and present activities.<br>PC 39 The child conserves length. |
| **6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.** |
| *Cognitive: Reasoning and Academic Skills*<br>RA 21 The child relates written numerals to numbers of objects. |
| **7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.** |
| *Cognitive: Reasoning and Academic Skills*<br>RA 8 The child responds to *one* and *one more*.<br>RA 11 The child gives three objects on request.<br>RA 13 The child identifies the larger of two numbers.<br>RA 23 The child counts by rote from 1 to 40.<br>*Cognitive: Perception and Concepts*<br>PC 25 The child identifies the first and last person in a line.<br>PC 26 The child identifies the middle person in a line.<br>PC 37 The child conserves two-dimensional space. |
| **8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.** |
| *Adaptive: Self Care*<br>SC 30 Child puts on clothing right-side out and front-side forward and puts shoes on the correct feet.<br>*Cognitive: Attention and Memory*<br>AM 20 The child locates hidden items in a picture scene--Level 1.<br>AM 24 The child locates hidden items in a picture scene--Level 2. |

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| *Cognitive: Perception and Concepts*<br>PC 7 The child places a circle and a square in a form board.<br>*Communication: Receptive*<br>RC 14 The child responds to the prepositions *out* and *on.*<br>RC 19 The child responds to the prepositions *toward* and *behind.* |
| **EARLY LEARNING IN SCIENCE** |
| **1. Children develop positive attitudes and gain knowledge about science through observation and active play.** |
| No corresponding items on the *Battelle* |
| **2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.** |
| *Adaptive: Personal Responsibility*<br>PR 4 The child shows care when handling an infant or a small animal.<br>PR 24 The child builds or repairs with appropriate tools or implements. |
| **3. Children show a beginning awareness of scientific knowledge related to the earth.** |
| *Adaptive: Self Care*<br>SC 33 The child chooses clothing that is appropriate for the weather. |
| **EARLY LEARNING IN THE SOCIAL STUDIES** |
| **1. Children begin to understand and interpret their relationship and place within their own environment.** |
| No corresponding items on the *Battelle* |
| **2. Children begin to recognize that many different influences shape people's thinking and behavior.** |
| *Personal-Social/Peer Interaction*<br>PI 25 The child recognizes and accepts diversity among other children.<br>*Personal-Social: Self-Concept and Social Role*<br>SR 6 The child responds to his or her name.<br>SR 16 The child states his or her first name.<br>SR 19 The child uses a personal pronoun (I or me) or his or her name to refer to himself or herself.<br>SR 20 The child states his or her age.<br>SR 22 The child states whether he or she is male or female.<br>SR 23 The child states his or her first and last names. |

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| *Adaptive: Personal Responsibility*<br>PR 17 The child knows his or her own phone number.<br>PR 21 The child knows his or her address. |
| **3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.** |
| No corresponding items on the *Battelle* |
| **4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.** |
| *Personal-Social: Adult Interaction*<br>AI 25 The child follows the rules give by an adult for playing simple childhood games with peers.<br>AI 26 The child follows classroom rules and regulations. |
| **5. Children increase their understanding about how basic economic concepts relate to their lives.** |
| *Adaptive: Personal Responsibility*<br>PR 22 The child makes a purchase in a store by himself or herself.<br>PR 23 The child handles small sums of money responsibly. |
| **6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.** |
| *Adaptive: Self Care*<br>SC 33 The child chooses clothing that is appropriate for the weather.<br>SC 34 The child chooses clothing that is appropriate for the occasion. |
| **EARLY SKILLS IN USING TECHNOLOGY** |
| **1. Children explore and use various types of technology tools.** |
| No corresponding items on the *Battelle* |
| **2. Children can name various components of computer systems and use various input devices.** |
| No corresponding items on the *Battelle* |
| **3. Children work cooperatively with others while using technology tools.** |
| No corresponding items on the *Battelle* |
| **4. Children demonstrate responsible handling of technology equipment.** |
| No corresponding items on the *Battelle* |

## BDI-2 Crosswalk with OSEP Child Outcomes

Note: Because BDI-2 is a norm-referenced, standardized assessment, the subdomain scores are the small unit of information that can be used to reach conclusions about the extent to which a child is demonstrating each of the functional outcomes. This table shows how the 5 subdomains and 13 subdomains map to the three outcomes. Under each sub-scale, the X indicates the outcomes area to which the sub-scale score contributes information. The item information under the "X" provides the rationale for why the sub-scale was classified as providing information for that outcome.

This is a preliminary draft developed by the Early childhood Outcomes Center. They are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. They welcome your feedback to staff@the-eco-center.org

| | **Outcome 1**<br>**Positive social relationships** | **Outcome 2**<br>**Acquire and use skills and knowledge** | **Outcomes 3**<br>**Takes action to meet needs** |
|---|---|---|---|
| **Subscale: ADAPTIVE** | | | x |
| **Adaptive:** Self-care<br>**Adaptive:** Personal Responsibility | | | ▪ SC1-35 (feeding, dressing, toileting)<br>▪ PR1-25 (movement, safety, organizes own activities) |
| **Subscale: PERSONAL-SOCIAL** | x | | x |
| **Personal-Social:** Adult Interaction | ▪ AI1-30 (looks at, responds to adults, initiates social contact) | | |
| **Personal-Social:** Peer Interaction<br><br>**Personal-Social:** Self-Concept and Social Role | ▪ PI1-25 (responds to, plays with other children, shares properly, plays cooperatively)<br>▪ SR1-45 (precursors to self awareness and self awareness, describes own feelings) | | ▪ SR1-45 (precursors to self awareness and self awareness, asserts himself, copes independently |

| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquire and use skills and knowledge | Outcome 3<br>Takes action to meet needs |
|---|---|---|---|
| **Subscale: COMMUNICATION** | x | x | x |
| **Communication:** Receptive | ▪ RC5-8; 27 (responds to person, converses) | ▪ RC1-4; 5-9 (precursors to understanding language<br>▪ RC9-26 (associates words with objects, actions; recalls events from a story)<br>▪ RC28-40 (understands grammar, identifies sounds in words) | |
| **Communication:** Expressive | ▪ EC13, 18 (communicates with others<br>▪ EC30-31 (follows convention rules of conversation) | ▪ EC1-8; 10-11, 13 (precursors to using language)<br>▪ EC12, 14-15, 17, 19-21 (uses words)<br>▪ EC22-29 (asks questions, uses sentences)<br>▪ EC32-37 (uses grammar)<br>▪ EC 40-45 (uses words, gives directions) | ▪ EC9; 16 (gestures, uses words to indicate wants, needs)<br>▪ EC38 (communicates feelings) |
| **Subscale: MOTOR** | | | x* |
| **Motor:** Gross Motor | | | ▪ GM1-45 (movement precursors to taking action)* |
| **Motor:** Fine Motor<br>**Motor:** Perceptual Motor | | | ▪ FM1-30 (movement precursors to taking action)*<br>▪ PM 1-25 (movement precursors to taking action)* |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children with motor impairments.

| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquire and use skills and knowledge | Outcome 3<br>Takes action to meet needs |
|---|---|---|---|
| **Subscale: COGNITIVE** | | X | |
| **Cognitive:** Attention and Memory | | ▪ AM1-30 (precursors to acquisition and use of skills and knowledge) | |
| **Cognitive:** Reasoning and Academic Skills<br><br>**Cognitive:** Perception and Concepts | | ▪ RA1-35 (recognizes cause, matches colors, give objects on requests, completes opposite analogies, sequences events, rote counts, write letters, solves math problems)<br>▪ PC1-40 (explores, imitates, matches, sorts, identifies shapes and objects, understands time, categorizes objects by function, matches simple words, groups objects, sorts by multiple properties) | |

## BDI-2 Score Translation Guidance

See Appendix A.

## Battelle Screener Score Translation Guidance

See Appendix A.

The Battelle Developmental Inventory II (BDI-2) Screener is made up of 100 items from the full BDI-2. The BDI-2 Scrennner is approved for measuring outcomes for children who receive ancillary services only (children not receiving services in an early childhood program setting).

If a child receives ancillary services in a Head Start or Michigan School Readiness Program (MSRP), it is highly recommended that assessment takes place in that program setting, provided the program uses one of the tools from the recommended assessment list. These assessment results should be used to determine child outcomes.

However, an exception to this guideline exists if the assessment tools used in the MSRP or Head Start are not on the list of recommended tools. In such an instance, the ancillary service provider should instead administer the BDI-2 Screener to determine outcomes.

Children who receive Speech, Occupational Therapy, or Physical Therapy services in the home, a clinical setting, or private preschool must have their outcomes collected using the BDI-2 Screener.

Children enrolled in early childhood special education settings must have their outcomes measured using other more comprehensive assessments as approved in the submission of the ISD/RESA assessment plan. The BDI-2 **may not** be used for this population of children.

# BRIGANCE© Inventory of Early Development-II (IED-II)

The BRIGANCE® Inventory of Early Development-II is both a criterion-referenced and standardized assessment for children from birth to seven years. The IED-II is organized into 11 skill areas: Pre-ambulatory, Fine and Gross Motor, Self Help, Speech and Language, General Knowledge and Comprehension, Social and Emotional, Readiness, Basic Reading, Manuscript Writing and Basic Math. Each skill area is divided into developmental skill sequences.

The IED-II is used to identify present levels of performance, identify goals and objectives for IEP development and guide instructional planning as well as monitor ongoing progress. The IED-II can be administered by directly eliciting skills from children, through parent or teacher interview or through observation in the natural environment.

The IED-II includes an assessment binder which contains directions for eliciting responses, Developmental record books for criterion-referenced testing, Standardized record books for standardized testing, a Standardization and Validation Manual that documents the standardization of the IED-II as well as provides guidance on administration procedures and adaptations for children with exceptionalities, testing accessories kit, Standardized Scoring CD and web-based IED-II Management System for data management and reporting. Free online training is also available.

Below is a list of skill areas and items in the IED-II. For the purposes of alignment of with the Michigan Early Learning Expectations for Three- and Four-Year Children, and in consideration of applications of children with special needs, items in the range from 2 years, 0 months to 6 years, 0 months are included.

Skill Areas

## B. GROSS-MOTOR SKILLS AND BEHAVIORS

B-1 STANDING: Skills 3–12
B-2 WALKING: Skills 6–15
B-3 STAIRS AND CLIMBING: Skills 6–10
B-4 RUNNING: Skills 2–10
B-5 JUMPING: Skills 4–15
B-6 HOPPING: Skills 1–12
B-7 KICKING: Skills 2–7
B-8 BALANCE BEAM: Skills 2–6
B-9 CATCHING: Skills 1–9
B-10 ROLLING AND THROWING: Skills 3–9

## C. FINE MOTOR SKILLS AND BEHAVIORS

C-1 GENERAL EYE/FINGER/HAND MANIPULATIVE: Skills 38–50
C-2 BLOCK TOWER BUILDING: Skills 6–12
C-3 PREHANDWRITING: Skills 3–15
C-4 DRAW A PERSON: Skills 1–13
C-5 FORMS: Skills 1–9
C-6 CUTTING WITH SCISSORS: Skills 1–12

## D. SELF-HELP SKILLS

D-1 FEEDING/EATING: Skills 33–39
D-2 UNDRESSING: Skills 5–11
D-3 DRESSING: Skills 3–18
D-4 UNFASTENING: Skills 2–9
D-5 FASTENING: Skills 1–13
D-6 TOILETING: Skills 4–20
D-7 BATHING: Skills 3–16
D-8 GROOMING: Skills 2–14

## E. SPEECH AND LANGUAGE SKILLS

E-4 GENERAL SPEECH AND LANGUAGE DEVELOPMENT: Skills 19–59
E-5 LENGTH OF SENTENCES: Average number of words in sentences: 2 Words - Words
E-6 PERSONAL DATA RESPONSE: Skills 1–13
E-7 VERBAL DIRECTIONS: Skills 10–21
E-8-1 PICTURE VOCABULARY: Points to picture when requested: Skills 8–27
E-8-2 PICTURE VOCABULARY: Names pictures pointed to: Skills 4–27
E-9 REPEATS NUMBERS: 2 digits, 3 digits, 4 digits, 5 digits
E-10b SENTENCE MEMORY: 3 syllables–12 syllables

## F. GENERAL KNOWLEDGE AND COMPREHENSION

F-1 RESPONSE TO AND EXPERIENCE WITH BOOKS: Skills 5–19
F-2a BODY PARTS—RECEPTIVE: Skills 5–29
F-2b BODY PARTS—EXPRESSIVE: Skills 1–29
F-3 COLORS: Skills 1–11
F-4 SHAPE CONCEPTS: Skills 1–5
F-5 QUANTITATIVE CONCEPTS: Skills 1–17
F-6 DIRECTIONAL/POSITIONAL CONCEPTS: Skills 1–14
F-7 CLASSIFYING: Skills 1-16
F-8 KNOWS WHAT TO DO IN DIFFERENT SITUATIONS: Skills 1–14
F-9 KNOWS USE OF OBJECTS: Skills 1-15
F-10 KNOWS FUNCTION OF COMMUNITY HELPERS: Skills 1–12
F-11 KNOWS WHERE TO GO FOR SERVICES: 1–12

## G. SOCIAL AND EMOTIONAL DEVELOPMENT

G-1 GENERAL SOCIAL AND EMOTIONAL DEVELOPMENT: Skills 27–66
G-2 PLAY SKILLS AND BEHAVIORS: Skills 16–41
G-3 INITIATIVE AND ENGAGEMENT SKILLS AND BEHAVIORS: Skills 9–30

## H. READINESS

H-1a VISUAL DISCRIMINATION—FORMS AND UPPERCASE LETTERS: Skills 1–10
H-1b VISUAL DISCRIMINATIONS—LOWERCASE LETTERS AND WORDS: Skills 1–1(
H-2 RECITES ALPHABET: A–Z
H-3 UPPERCASE LETTERS: 1–3
H-4 LOWERCASE LETTERS: 1–3

## I. BASIC READING SKILLS

I-2 WORD RECOGNITION GRADE PLACEMENT: Skills K–1–10
I-7 AUDITORY DISCRIMINATION: Skills 1–10

## J. MANUSCRIPT WRITING

J-1 PRINTS PERSONAL DATA: Skills 1–4
J-2 PRINTS UPPERCASE LETTERS IN SEQUENCE: Skills A–Z
J-3 PRINTS LOWERCASE LETTERS IN SEQUENCE: Skills A–Z

## K. BASIC MATH

K-1 NUMBER CONCEPTS: Demonstrates number concepts to ten: Skills 1–10
K-2 ROTE COUNTING: Counts by rote to: Skills 3–20
K-3 READS NUMERALS: Skills 5–20
K-5 ORDINAL POSITION: Skills 1–3

K-11a RECOGNITION OF MONEY (United States): Skills 1–5, 11–15
K-12 TIME: Skills 1–5

## Alignment of the IED-II to the MELE

Note: Michigan Early Learning Expectations are in **boldface**, followed in regular font by the corresponding items on the instrument being aligned.

| APPROACHES TO LEARNING |
|---|
| **1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.** |
| G-3 Initiative and Engagement Skills and Behaviors |
| **3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.** |
| G-2 Play Skills and Behaviors |
| **SOCIAL AND EMOTIONAL DEVELOPMENT** |
| **1. Children develop and exhibit a healthy sense of self.** |
| E-6 Personal Data Response |
| **2. Children show increasing ability to regulate how they express their emotions.** |
| G-1 General Social and Emotional Development |
| **3. Children develop healthy relationships with other children and adults.** |
| G-2 Play Skills and Behaviors |
| **INTELLECTUAL DEVELOPMENT** |
| **1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.** |
| F-3 Colors<br>F-4 Shape Concepts<br>F-5 Quantitative Concepts<br>F-6 Directional/Prepositional Concepts |
| **2. Children represent what they understand about the world through actions, objects, and words.** |
| C-4 Draw a Person<br>F-8 Knows What to Do in Different Situations |

| |
|---|
| F-9 Knows Use of Objects |
| **3. Children gain, organize, and use information in increasingly complex ways.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **LANGUAGE AND EARLY LITERACY DEVELOPMENT** |
| **1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.**<br>**A. In comprehension strategies**<br>**B. In print and alphabetic knowledge**<br>**C. In concepts about reading** |
| F-1 Response To and Experience With Books<br>H-1a Visual Discrimination-Forms and Uppercase Letters<br>H-2 Recites Alphabet<br>H-3 Uppercase Letters<br>H-4 Lowercase Letters<br>I-1 Basic Preprimer Vocabulary |
| **2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.** |
| C-3 Prehandwriting<br>J-1 Prints Personal Data<br>J-2 Prints Uppercase Letters in Sequence<br>J-3 Prints Lowercase Letters in Sequence |
| **3. Children develop abilities to express themselves clearly and communicate ideas to others.** |
| E-4 General Speech and Language Development<br>E-6 Personal Data Response<br>E-8 Picture Vocabulary |
| **4. Children grow in their capacity to use effective listening skills and understand what is said to them.** |
| E-7 Verbal directions<br>E-10a Sentence Memory (with picture stimuli) |

| |
|---|
| E-10b Sentence Memory (without picture stimuli) |
| **5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **6. Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **CREATIVE DEVELOPMENT** |
| **1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **3. Children show how they feel, what they think, and what they are learning through movement experiences.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **4. Children show how they feel, what they think, and what they are learning through dramatic play.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **5. Children develop rich and rewarding aesthetic lives.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **PHYSICAL DEVELOPMENT AND HEALTH** |
| **Physical Development** |
| **1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |

| **2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.** |
|---|
| B-1 Standing |
| B-2 Walking Jumping and Hopping |
| B-3 Stairs and Climbing |
| B-4 Running |
| B-5 Jumping |
| B-6 Hopping |
| B-7 Kicking |
| B-8 Balance Beam |
| B-9 Catching |
| B-10 Rolling and Throwing |
| **3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.** |
| C-1 General Eye/Finger/Hand Manipulative Skills |
| C-2 Block Tower Building |
| C-3 Prehandwriting |
| C-4 Draw a Person |
| C-5 Forms |
| C-6 Cutting with Scissors |
| D-1 Feeding/Eating |
| D-2 Undressing |
| D-3 Dressing |
| D-4 Unfastening |
| D-5 Fastening |
| **4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.** |
| G-2 Play Skills and Behaviors |

| Health, Safety, and Nutrition |
|---|
| **5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **6. Children recognize that they have a role in preventing accidents or potential emergencies.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **7. Children become aware of and begin to develop nutritional habits that contribute to good health.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **EARLY LEARNING IN MATHEMATICS** |
| **1. Children begin to develop processes and strategies for solving mathematical problems.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.** |
| F-3 Colors<br>F-4 Shape Concepts<br>F-5 Quantitative Concepts<br>F-7 Classifying |
| **3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **5. Children explore and discover simple ways to measure.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |

| |
|---|
| **7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.** |
| K-1 Number Concepts<br>K-2 Rote Counting<br>K-3 Reads Numerals<br>K-5 Ordinal Position |
| **8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.** |
| E-7 Verbal Directions |
| **EARLY LEARNING IN SCIENCE** |
| **1. Children develop positive attitudes and gain knowledge about science through observation and active play.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **3. Children show a beginning awareness of scientific knowledge related to the earth.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **EARLY LEARNING IN THE SOCIAL STUDIES** |
| **1. Children begin to understand and interpret their relationship and place within their own environment.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **2. Children begin to recognize that many different influences shape people's thinking and behavior.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |

| |
|---|
| **5. Children increase their understanding about how basic economic concepts relate to their lives.** |
| K-11a Recognition of Money |
| **6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **EARLY SKILLS IN USING TECHNOLOGY** |
| **1. Children explore and use various types of technology tools.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **2. Children can name various components of computer systems and use various input devices.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **3. Children work cooperatively with others while using technology tools.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |
| **4. Children demonstrate responsible handling of technology equipment.** |
| No corresponding subdomains with ≥ 20% items on *IED-II* |

## IED-II Crosswalk to OSEP Child Outcomes (criterion-referenced)

This is a draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. They welcome your feedback to staff@the-eco-center.org.

| **Outcome 1: Positive social relationships** | **Outcome 2: Acquires and uses knowledge and skills** | **Outcome 3: Takes appropriate action to meet needs** |
|---|---|---|
| **G. Social and Emotional Development** | **C. Fine-Motor Skills and Behaviors** | **A. Preambulatory Motor Skills and Behaviors** |
| G-1 General social and emotional development | C-3 Prehandwriting | A-1 Supine position skills and behaviors* |
| G-2 Play skills and behaviors | C-4 Draw a person | A-2 Prone position skills and behaviors* |
| | C-5 Forms | A-3 Sitting position skills and behaviors* |
| | **E. Speech and Language Skills** | A-4 Standing position skills and behaviors* |
| | E-1 Prespeech receptive language | |
| | E-2 Prespeech gestures | **B. Gross-Motor Skills and Behaviors** |
| | E-3 Prespeech vocalization | B-1 Standing* |
| | E-4 General speech and language development | B-2 Walking* |
| | E-5 Length of sentences | B-3 Stairs and climbing* |
| | E-6 Personal data response | B-4 Running* |
| | E-7 Verbal directions | B-7 Kicking* |
| | E-8 Picture vocabulary | |
| | E-9 Repeats numbers | |
| | E-10b Sentence memory | |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

| Outcome 1:<br>Positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| | **F. General Knowledge and Comprehension**<br>F-1 Response to experience with books<br>F-2a Body parts—receptive<br>F-2b Body parts—expressive<br>F-3 Colors<br>F-4 Shape concepts<br>F-5 Quantitative concepts<br>F-6 Directional/positional concepts<br>F-7 Classifying<br>F-8 Knows what to do in different situations<br>F-9 Knows use of objects<br>F-10 Knows function of community helpers<br>F-11 Knows where to go for services<br><br>**G. Social and Emotional Development**<br>G-2 Play skills and behaviors<br>G-3 Initiative and engagement skills and behaviors | **C. Fine-Motor Skills and Behaviors**<br>C-1 General eye/finger/hand manipulative skills*<br>C-3 Prehandwriting<br>C-5 Forms<br>C-6 Cutting with scissors<br><br>**D. Self-Help Skills**<br>D-1 Feeding/eating<br>D-2 Undressing<br>D-3 Dressing<br>D-4 Unfastening<br>D-5 Fastening<br>D-6 Toileting<br>D-7 Bathing<br>D-8 Grooming |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

| Outcome 1:<br>Positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| | **H. Readiness**<br>H-1a Visual discrimination—forms and uppercase letters<br>H-1b Visual discrimination—lowercase letters and words<br>H-2 Recites alphabet<br>H-3 Uppercase letters<br>H-4 Lowercase letters<br><br>**I. Basic Reading Skills**<br>I-2 Word recognition grade placement<br>I-3 Reads color words<br>I-4 Reads number words<br>I-5 Reads common signs<br>I-6 a-d Reads orally at what grade level<br>I-7 Auditory discrimination<br>I-8 Matches initial consonants with pictures<br>I-9 Substitutes initial consonant sounds<br>I-10 Substitutes short-vowel sounds<br>I-11 Substitutes long-vowel sounds | |

| Outcome 1:<br>Positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| | **J. Manuscript Writing**<br>J-1 Prints personal data<br>J-2 Prints uppercase letters in sequence<br>J-3 Prints lowercase letters in sequence<br>J-4 Prints uppercase letters dictates<br>J-5 Prints lowercase letters dictated<br>J-6 Prints simple sentences<br>J-7 Quality of printing<br><br>**K. Basic Math**<br>K-1 Number concepts<br>K-2 Rote counting<br>K-3 Reads numerals<br>K-4 Numeral comprehension<br>K-5 Ordinal Position<br>K-6 Numerals in sequence<br>K-7 Writes following and preceding numerals<br>K-8 Writes numerals dictated<br>K-9 Additional combinations<br>K-10 Subtraction combinations<br>K-11a Recognition of money (U.S.)<br>K-11b Recognition of money (Canada)<br>K-12 Time | |

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk were:

**B. Gross-Motor Skills and Behaviors** (B-5 Jumping; B-6 Hopping; B-8 Balance beam; B-9 Catching; B-10 Rolling and throwing) and **C. Fine-Motor Skills and Behaviors** (C-2 Block tower building).

## IED-II Crosswalk to OSEP Child Outcomes (norm-referenced)

For users of the IED-II as a standardized, norm-referenced tool, the following crosswalk applies. Because this usage of the IED-II is a norm-referenced, standardized assessment, the composites within subdomains are the smallest unit of information that can be used to reach conclusions about the extend to which a child demonstrates each of the functional outcomes. This table shows how each of the composites map to each of the 3 functional outcomes. Under each subscale, an X indicates the outcome area to which the subscale contributes information. The item information below the X provides the rationale for why the subscale was classified as providing information for that outcome.

This is a draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. They welcome your feedback to staff@the-eco-center.org.

| | **Outcome 1**<br>**Positive social relationships** | **Outcome 2**<br>**Acquires and uses knowledge and skills** | **Outcome 3**<br>**Takes appropriate action to meet needs** |
|---|---|---|---|
| **Subdomain: FINE MOTOR*** | | | |
| **Composite:**<br>**Drawing/Visual Motor*** | | | **X**** |
| | | | ▪ Early fine motor skills*<br>▪ Builds tower with blocks**<br>▪ Visual motor skills<br>▪ Draw a person** |
| **Composite: Writing*** | | **X** | |
| | | ▪ Prints personal data<br>▪ Writes numerals in sequence<br>▪ Prints uppercase letters in sequence<br>▪ Quality of printing | |

* Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

** This composite includes significant content that is not precursor to or components of the specified outcome.

| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and uses knowledge and skills | Outcome 3<br>Takes appropriate action to meet needs |
|---|---|---|---|
| **Subdomain: GROSS-MOTOR*** | | | |
| **Composite: Nonlocomotor*** | | | **X**** |
| | | | ▪ Standing skills*<br>▪ Jumping and hopping skills** |
| **Composite: Locomotor*** | | | **X** |
| | | | ▪ Early gross-motor skills*<br>▪ Walking and running skills*<br>▪ Stair climbing |
| **Subdomain: RECEPTIVE LANGUAGE** | | | |
| **Composite: Nouns and Early Listening** | | **X** | |
| | | ▪ Early receptive language<br>▪ Receptive objects<br>▪ Body parts | |
| **Composite: Actions** | | **X** | |
| | | ▪ Verbal concepts<br>▪ Follows verbal directions<br>▪ Receptive verbs | |

* Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

** This composite includes significant content that is not precursor to or components of the specified outcome.

| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and uses knowledge and skills | Outcome 3<br>Takes appropriate action to meet needs |
|---|---|---|---|
| **Subdomain: EXPRESSIVE LANGUAGE** | | | |
| **Composite: Isolated Skills** | | **X** | |
| | | ▪ Expressive objects<br>▪ Expressive verbs<br>▪ Repeats sentences | |
| **Composite: Contextual Skills** | | **X** | |
| | | ▪ Early expressive language<br>▪ Grammar and pragmatics<br>▪ Articulation rating<br>▪ Verbal fluency rating | |
| **Subdomain: ACADEMIC/COGNITIVE** | | | |
| **Composite: Quantitative/General** | | **X** | |
| | | ▪ Number concepts<br>▪ Rote counting<br>▪ Money<br>▪ Numeral comprehension<br>▪ Ordinal position<br>▪ Color knowledge | |

| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and uses knowledge and skills | Outcome 3<br>Takes appropriate action to meet needs |
|---|---|---|---|
| **Composite: Prereading/Reading** | | **X** | |
| | | ▪ Visual discrimination<br>▪ Recites alphabet<br>▪ Lowercase letter knowledge<br>▪ Sounds of lowercase letters<br>▪ Auditory discrimination<br>▪ Survival sight words<br>▪ Basic preprimer vocabulary | |
| **Subdomain: DAILY LIVING** | | | |
| **Composite: Self-Help** | | | **X** |
| | | | ▪ Eating<br>▪ Dressing and undressing<br>▪ Toileting and bathing |
| **Composite: Prevocational** | | **X** | |
| | | ▪ Work-related<br>▪ Personal data response | |

| | Outcome 1<br>Positive social relationships | Outcome 2<br>Acquires and uses knowledge and skills | Outcome 3<br>Takes appropriate action to meet needs |
|---|---|---|---|
| **Subdomain: SOCIAL-EMOTIONAL** | | | |
| **Composite: Play Skills and Behavior** | X | X | |
| **Composite: Engagement and Initiative** | X | | |

## IED-II Score Translation Guidance

See Appendix A.

## Carolina Curriculum for Preschoolers with Special Needs (CCPSN)

The *Carolina Curriculum for Preschoolers with Special Needs* has six developmental domains: Personal-Social, Cognition, Cognition/Communication, Communication, Fine Motor, and Gross Motor. The assessment and curriculum are integrated, that is, teachers individualize the curriculum based on each child's assessment results. Each assessment domain has several numbered sequences, for example, Communication has sequences in Verbal Comprehension (#13), Conversational Skills (#14), Grammatical Structure (#15), and Imitation: Vocal (#16). Each of the 29 sequences in turn has one or more lettered items, called "curriculum sequences," that progress from 24 to 60 months in six-month intervals. [The *Carolina Curriculum for Infants and Toddlers with Special Needs* spans development from birth to 36 months, with the period from 24-36 months overlapping in the two measures.] "The curriculum is based on typical sequences of development but does not assume that a child will develop at the same rate across domains or even within one domain" and the 455 "items [are] drawn from standard developmental assessment tools, clinical experience, and the research literature read by the authors, but behavioral theory and methodology underlie item construction" (p. 3).

There are four steps in the assessment process: (1) Preparation – The assessor becomes familiar with the Assessment Log and the skills in each sequence. The Assessment Log allows for four observation/assessment periods with room for notes. (2) Observation – The assessor observes the child playing in a familiar setting (such as a preschool, child care center, or home). The observation can be completed in an hour, coupled with a short interview with the teacher or parent. The assessor enters (+) for a skill the child has mastered, (+/-) for an emerging skill, and (-) for a skill the child is unable to do. The assessor can also enter an (A) to indicate when a task has been performed with assistance (for example, if a child has severe motor impairment). (3) Directed Assessment – The assessor sits down with the child and a familiar adult to assess items not seen during the observation, using the materials and procedures described in the administration manual. This part of the assessment can be completed in approximately two hours. (4) Complete the Developmental Progress Chart – The chart is found at the end of the Assessment Log. The manual describes procedures for completing the boxes in the chart based on the data recorded during the observation and direct assessment. Assessors share the results with teachers and parents, using the data to identify the next skills in each sequence for that child.

Domains, Sequences, and Items

## Personal-Social

### *Sequence 1. Self-regulation & Responsibility*

*24-30 months*

a. Avoids common dangers
b. Plays comfortably in a small group of children

*30-36 months*

c. Knows what toys can and cannot do and uses them appropriately

*36-42 months*

d. Puts away toys neatly when asked (may have to be reminded)
e. Follows rules given by adults for new activities or simple games
f. Adapts readily to changes in routine

*42-48 months*

g. Answers questions related to safety
h. Shows care in handling small animals or potentially breakable objects

*48-54 months*

i. Performs simple chores (may have to be reminded or supervised)
j. Responds appropriately to instructions given in a small group

*54-60 months*

k. Buys simple objects in store without help (i.e., gets objects or has clerk get object, gives money, and waits for change
l. Answers telephone appropriately and calls person to telephone

### *Sequence 2. Interpersonal Skills*

*24-30 months*

a. Negotiates with peers about toys (may trade)
b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)

*30-36 months*

c. Works collaboratively toward a goal with peers
d. Expresses affection and/or preference for some peers
e. Expresses regret when another child is hurt or experiences unpleasantness
f. Requests permission

*36-42 months*

g. Converses with peers
h. Takes turns most of the time if reminded
i. Responds appropriately to social contact made by familiar adults
j. Separates easily from parents or caregiver in familiar surroundings
k. Prefers interacting with peers to being with adults
l. Cooperates with peers to develop a theme for imaginative play

*42-48 months*

m. Labels feelings of peers and responds to them
n. Plays group games with other children without constant adult supervision

o. Plays simple board or card games with other children with adult supervision
p. Negotiates conflicts verbally
q. Listens to peers and discusses ideas or observations
r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing and pretend play

*48-54 months*

s. Asks permission to use other people's belongings
t. Shows awareness of other people's feelings
u. Uses terms such as "thank you," "please," and "you're welcome" appropriately
v. Recognizes another's need for help and gives assistance
w. Plays cooperatively with peers for extended periods without requiring adult intervention
x. Plays familiar games with peers and follows the rules without adult intervention

54-60 months

y. Identifies special friends
z. Spontaneously takes turns and shares
aa. Asserts self in socially acceptable ways
bb. Plans/creates games that have rules with peers
cc. Demonstrates an interest in people outside of the family and immediate circle of friends

***Sequence 3. Self-Concept***

*24-30 months*

a. Shows pride in achievements
b. Makes positive statements about self
c. Knows age (tells or holds up fingers)

*30-36 months*

d. Tells own first name
e. Answers correctly when asked if he or she is a boy or a girl
f. Is selective about tasks he or she will and will not try (recognizes limitations)
g. Shows guilt or shame over accidents or prohibited behavior

*36-42 months*

h. Describes own feelings
i. Tells what eyes, ears, and nose are used for

*42-48 months*

j. Talks about own feelings in relation to events
k. Shows interest in own body (asks questions about its functions)

*48-54 months*

l. Shows interest in own clothing and appearance

*54-60 months*

m. Seeks activities that challenge skills
n. Identifies own strengths and abilities

***Sequence 4-I. Self-Help: Eating***

*24-30 months*

a. Begins to use fork
b. Drinks from small glass held with one hand
c. Gets drink unassisted (turns tap on and off)

*30-36 months*

d. Pours liquid from one container into another

*36-42 months*

e. Swallows food in mouth before taking another bite

*42-48 months*

f. Independently fixes bowl of dry cereal with milk

g. Holds fork in fingers

*48-54 months*

h. Independently drinks from water fountain

*54-60 months*

i. Independently fixes sandwich

***Sequence 4-II. Self-Help: Dressing***

*24-30 months*

a. Removes shoes

b. Removes coat

c. Puts on simple clothing (e.g., pants, shoes, socks)

*30-36 months*

d. Puts on all clothing unaided, except for fasteners

e. Undoes fasteners (e.g., large buttons, snaps, shoelaces)

*36-42 months*

f. Independently puts on coat

*42-48 months*

g. Buttons clothing

*48-54 months*

h. Dresses and undresses with little assistance

*54-60 months*

i. Zips front-opening clothing

***Sequence 4-III. Self-Help: Grooming***

*24-30 months*

a. Dries hands

*30-36 months*

b. Brushes teeth with assistance

c. Washes self with washcloth

*36-42 months*

d. Washes and dries hands and face without assistance

e. Uses napkin without prompting to wipe messy face while eating

*42-48 months*

f. Brushes teeth independently

*48-54 months*

g. Runs brush or comb through hair

h. Gets tissue to wipe nose without reminder

*54-60 months*

i. Blows nose independently on request

***Sequence 4-IV. Self-Help: Toileting***

*24-30 months*

a. Urinates when placed on toilet

b. Has bowel movement when placed on toilet

*30-36 months*

c. Usually indicates need to toilet (rarely has bowel accidents)
d. Uses toilet by self, except for cleaning after bowel movement

*36-42 months*

e. Seldom has toileting accidents (may need help with difficult clothing)

*42-48 months*

f. Cares for self at toilet (may need assistance wiping after bowel movement)

*48-54 months*

g. Tears toilet tissue and flushes toilet after use

*54-60 months*

h. Wipes self after bowel movement

## Cognition

### *Sequence 5. Attention & Memory: Visual/Spatial*

*24-30 months*

a. Points to hand that is hiding a toy (both when toy remains in that hand and when toy is transferred to the other hand, out of sight)
b. Recognizes the covers of several books and labels them
c. Recognizes familiar signs
d. Identifies (points to) object or picture shown briefly and shown again in an array of three

*30-36 months*

e. Identifies (points to) object or picture shown briefly and shown again in an array of four
f. Tells the name of object or picture shown briefly in a group of two and then hidden
g. Remembers incidental information

*36-42 months*

h. Names one of several (four or more) objects or pictures shown (or objects felt), named, and then hidden
i. After observing three objects being placed under separate covers, identifies the cover under which a matching object is hidden

*42-48 months*

j. Remembers and names which one of three objects has been hidden
k. Describes from memory visual characteristics of familiar objects
l. Matches both color and shape of one object or picture seen only briefly

*48-54 months*

m. Identifies two pictures seen briefly in an array of four to six
n. Matches both color and shape of two objects seen only briefly
o. Describes events that happened in the past

*54-60 months*

p. Finds three pictures seen only briefly in an array of 10-12
q. Remembers the place in an array where a picture was seen only briefly
r. Finds hidden pictures
s. Can recall the names of 8-10 pictures when shown an array of 18-20

***Sequence 6-I. Visual Perception: Blocks & Puzzles***

*24-30 months*

a. Places round, square, and triangular forms in reversed form board
b. Imitates block train

*30-36 months*

c. Puts together two-piece puzzles
d. Imitates block building
e. Imitates block bridge
f. Puts together puzzle with four or five interconnected pieces

*36-42 months*

g. Imitates horizontal (flat on the table) block patterns of two and three blocks (two colors)

*42-48 months*

h. Imitates horizontal block patterns of four to six blocks (two colors)
i. Completes 8- to 12-piece interconnected puzzles

*48-54 months*

j. Imitates construction of a simple visual pattern using parquetry blocks
k. Builds representationally with blocks

*54-60 months*

l. Completes 15- to 25-piece interconnected puzzles
m. Reproduces simple block designs from memory

***Sequence 6-II. Visual Perception: Matching & Sorting***

*24-30 months*

a. Sorts by size (big and little)
b. Matches primary colors
c. Sorts by shape

*30-36 months*

d. Sorts by two characteristics

*36-42 months*

e. Matches geometric designs (orientation irrelevant)
f. Matches uppercase letters
g. Matches pictures based on relationships

*42-48 months*

h. Matches at least eight geometric shapes
i. Selects pictures to group with other pictures based on functional relationships
j. Matches numbers 0-9 (may confuse 6 and 9)

*48-54 months*

k. Selects pictures to complete simple picture analogies
l. Matches lowercase letters

*54-60 months*

m. Identifies object or picture that does not belong in group of objects (by class), and selects the object that does belong
n. Matches name and short words

***Sequence 7. Functional Use of Objects & Symbolic Play***

*24-30 months*

a. Talks to dolls or animals and/or makes them interact with one another

*30-36 months*

b. Assumes different roles in fantasy play
c. Represents more complex events in play
d. Uses different voices for different people in play

*36-42 months*

e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds
f. Uses materials to construct other objects

*42-48 months*

g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialog to them)
h. Describes own activities during play

*48-54 months*

i. Builds large structures from blocks or chairs and centers play around them
j. Cooperates with others in pretend play (discusses roles)

*54-60 months*

k. Uses toy animals or dolls to act out "What would happen if ...?"
l. Engages in complex adult role playing

***Sequence 8. Problem Solving/Reasoning***

*24-30 months*

a. Experiments with cause and effect when playing
b. Independently nests four containers, or stacks rings or blocks of graduated sizes
c. Comments that something is not working when expected effects are not produced

*30-36 months*

d. Independently explores objects to determine their functions and/or shows other people how they work
e. Answers at least one "why do" question correctly

*36-42 months*

f. Identifies silly or wrong pictures or events
g. Finds items that go together when asked, "Which one goes with this?"
h. Completes sequences of colors and shapes
i. Tells how an object is used when asked, "What do you do with this?"
j. Answers two or more "what do you do when" questions

*42-48 months*

k. Answers questions (or points to pictures) to indicate where things come from or what they are made of
l. Describes simple absurdities seen in pictures or real life
m. Responds appropriately to "tell me how" or "how do you" questions
n. Completes two analogies (i.e., sentences involving comparison, such as "Brother is a boy, sister is a girl")

*48-54 months*

o. Identifies missing parts in pictures
p. Imagines and describes what will happen next in unfamiliar story or picture
q. Reasons about experiences and asks and answers questions
r. Describes new uses for familiar objects

*54-60 months*

s. Describes similarities between two different objects
t. Reasons about future events

***Sequence 9. Number Concepts***

*24-30 months*

a. Selects "just one"
b. Points and recites at least three numbers in correct sequence when asked to count objects

*30-36 months*

c. Correctly answers "how many" for one and two objects
d. Gives/selects two and three objects
e. Follows instructions including "all," "none," and "not any"

*36-42 months*

f. When asked to count objects, begins with "one, two, three"
g. Gives "one more"
h. Compares two quantities and tells which is more
i. Matches two objects (or a picture with two objects) to a picture with the same quantity of objects in an array that includes pictures of two, three, four, and five objects
j. Matches pictures containing different configurations of objects up through six

*42-48 months*

k. Counts up to six objects in a row (one-to-one correspondence)
l. Counts 10 objects in a row (one-to-one correspondence)
m. Does not recount when asked how many (quantities above four)
n. Counts to tell how many and will deny that it is some other number when asked
o. Uses quantity terms spontaneously

*48-54 months*

p. Understands "same number" and can sort a set into halves
q. Identifies penny, nickel, and dime when named
r. Correctly counts to 20
s. Matches three-part sequences of pictures depicting quantities (or dice)

*54-60 months*

t. Gives the correct number of objects when asked (all numbers from 4 through 10)
u. Tells current age, age the previous year, and age next year
v. Answers addition questions involving adding 2 (up to 10)
w. Identifies numbers 0 through 9

x. Matches numbers to pictures of quantities up to four (or assembles groups of objects to match the number; the adult does not name the object for the child)

## Cognition/Communication

### *Sequence 10. Concepts/Vocabulary: Receptive*

*24-30 months*

a. Selects pictures of actions (e.g., eating)
b. Follows directions including "in," "out," "on," and "off"
c. Selects a similar object/picture when shown a sample and asked to find "another one"
d. Selects objects/pictures that are "the same" or "like this"
e. Selects "biggest" and "littlest" (or "smallest") from a group of three objects/pictures

*30-36 months*

f. Selects objects/pictures to indicate an understanding of at least two relative concepts or comparisons
g. Points to five or more colors on request
h. Selects objects and pictures to indicate which are square and which are round
i. Selects objects by usage
j. Understands part-whole relationships (e.g., points to the tail of the dog)

*36-42 months*

k. Understands "up," "down," "top," and "bottom"
l. Understands "under," "over," "next to," and "beside"
m. Follows directions or points to pictures to indicate an understanding of the pronouns "he," "she," "him," "her," "they," "their," "them"
n. Understands "fast" versus "slow"
o. Understands "empty" versus "full"

*42-48 months*

p. Selects the one that is "different" (or "not the same")
q. Understands "around," "in front of," "in back of," "between," "high," and "low"
r. Selects objects/pictures to indicate an understanding of at least four relative concepts or comparisons
s. Selects square, triangle, and circle
t. Selects members of a class

*48-54 months*

u. Recognizes at least 10 uppercase letters
v. Understands "backward" and "forward"
w. Selects objects/pictures to indicate an understanding of at least eight relative concepts or comparisons
x. Recognizes most colors (including pink, gray, brown)
y. Distinguishes between letters and numbers

*54-60 months*

z. Understands "except"
   aa. Answers questions or points to pictures to show an understanding that different activities occur in the daytime and at night
   bb. Understands time concepts
   cc. Understands qualitative concepts

***Sequence 11. Concepts/Vocabulary: Expressive***

*24-30 months*

a. Names six or more pictures of common objects
b. Uses at least 50 different words
c. Names eight or more line drawings of common objects
d. Uses "other" and "another" to refer to additional or similar objects

*30-36 months*

e. Names most pictures and line drawings of familiar objects
f. Listens carefully to new words (may ask for repetition)
g. Repeats new words to self

*36-42 months*

h. Names pictures of objects not in daily environment
i. Uses a variety of adjectives
j. Defines two or more simple words using at least one descriptor

*42-48 months*

k. Defines five or more simple words using at least one descriptor
l. Names objects by functions
m. Names examples in classes
n. Completes two analogies

*48-54 months*

o. Asks word meanings or otherwise indicates awareness that words have meanings
p. Makes rhymes to simple words
q. Uses new word in conversation soon after hearing the word or having been told the meaning of the word
r. Labels colors: red, green, blue, orange, purple, yellow, black, brown, pink, and gray

*54-60 months*

s. Defines 10 or more words
t. Labels most uppercase letters
u. Completes five analogies
v. Names a class of objects from its members

***Sequence 12. Attention & Memory: Auditory***

*24-30 months*

a. Joins in saying nursery rhymes (repeats parts of them)
b. Says or sings at least two nursery rhymes or songs in a group with an adult

*30-36 months*

c. Independently says or acts out parts of rhymes or songs
d. Notices and reacts to changes in familiar rhymes, songs, or stories

*36-42 months*

e. Completes lines of familiar rhymes or songs
f. Sings complete nursery songs or says complete rhymes of four to six lines

*42-48 months*

g. Sings songs or says rhymes of 10-15 lines (some lines may be repeated)
h. Recalls one or two elements from an unfamiliar story just read (without prompting)

*48-54 months*

i. Recalls three to four elements from an unfamiliar story just read (without prompting)
j. Identifies the melody of a familiar song (names the tune)

*54-60 months*

k. Recalls most of the essential elements in an unfamiliar story just read
l. Tells two familiar stories without pictures for help (includes all important parts)

## Communication

### *Sequence 13. Verbal Comprehension*

*24-30 months*

a. Follows two-part related commands in novel contexts

*30-36 months*

b. Follows three-part commands (three objects and one action, three actions and one object, or three objects related by activity)

*36-42 months*

c. Responds to yes/no questions with appropriate words or gestures
d. Understands negatives
e. Sorts by color on verbal direction (no sample)

*42-48 months*

f. Follows two-step commands involving sequence
g. Sorts by named categories

*48-54 months*

h. Follows three-step instructions in sequence involving two to three different objects
i. Responds appropriately to statements or questions involving regular plurals
j. Points to pictures or selects objects from a group based on object class and two characteristics

*54-60 months*

k. On verbal direction (no sample), sorts objects on the basis on two characteristics
l. Follows direction including "before" and "after"
m. Follows instructions that include four elements

### *Sequence 14. Conversation Skills*

*24-30 months*

a. Asks simple questions with a vocalization or gesture
b. Asks yes/no questions with appropriate inflection

c. Requests assistance
d. Uses word or sign combinations to describe remote events

*30-36 months*

e. Comments on appearance or disappearance of objects or people
f. Sustains conversation for several turns
g. Reads books to others by making multiple-word utterances
h. Responds appropriately to "where" and "why" questions

*36-42 months*

i. Changes speech depending on listener
j. Talks on telephone and waits for turn to respond
k. Uses words to describe attributes of toys, foods, or other objects
l. Describes events occurring in the environment
m. Answers "what is," "whose," "who," and "how many" questions appropriately (if not correctly)

*42-48 months*

n. Names three or more elements or describes what is happening when asked to tell all about a picture or storybook
o. Responds appropriately to "what do you do" and "why do we" questions
p. Reads a story aloud to self or another person while looking at pictures in a book
q. Describes functions of objects

*48-54 months*

r. Communicates cause-and-effect relationships
s. Asks questions related to another person's statement in order to maintain a conversation
t. Creates interest in a listener by indirect references
u. Communicates knowledge about the world to peers and adults

*54-60 months*

v. Explains social conventions or rules to peers
w. Asks and responds appropriately to "how far" questions

***Sequence 15. Grammatical Structure***

*24-30 months*

a. Uses two-word utterances to indicate nonexistence and recurrence
b. Uses two-word utterances to indicate specificity and characteristics
c Uses "-s" in the ends of some words to form plurals
d. Uses auxiliary verbs, usually shortened (e.g., "gonna," "wanna," "hafta")

*30-36 months*

e. Uses "-ing" on verbs
f. Uses negative terms
g. Uses personal pronouns
h. Uses prepositional phrases
i. Uses three-word phrases to specify, to indicate rejection, and/or to describe

*36-42 months*

j. Uses three- to four-word complete sentences that include subject-verb-object
k. Asks "wh" questions (e.g., "why," "what," "where")

l. Uses "I" instead of given name
m. Uses "s" on the ends of words to indicate possession

*42-48 months*

n. Uses prepositional phrases in sentences
o. Uses most irregular past-tense verb forms correctly

*48-54 months*

p. Uses correct verb forms, both irregular and regular, for past, present, and future actions
q. Uses "and," "or," "but," or "because" to connect two sentences
r. Uses verbal nouns and/or verbal adjectives

*54-60 months*

s. Uses complete sentence with correct word order in "wh" questions
t. Uses a variety of adjectives to describe what has been seen, heard, or experienced
u. Uses endings on verbs or nouns to indicate the activity of a person or thing
v. Uses comparatives

***Sequence 16. Imitation: Vocal***

*24-30 months*

a. Repeats novel two-word or two-number sequence

*30-36 months*

b. Repeats three-word sentences

*36-42 months*

c. Repeats a sequence of three numbers or three unrelated words

*42-48 months*

d. Repeats four-word sentences including adjectives

*48-54 months*

e. Repeats five- to six-word sentences maintaining grammatical structure

*54-60 months*

f. Repeats novel sequences of four numbers or four unrelated words

## Fine Motor

***Sequence 17. Imitation: Motor***

*24-30 months*

a. Imitates postures or actions that do not involve props

*30-36 months*

b. Imitates sequences of two unrelated motor acts

*36-42 months*

c. Repeats sequence of three unrelated motor activities after being led through these activities, one by one

*42-48 months*

d. Imitates simple finger plays (both hands doing similar actions)

*48-54 months*

e. Imitates finger plays (each hand doing different actions)

*54-60 months*

f. Imitates complex motor activities in songs and games

***Sequence 18. Grasp & Manipulation***

*24-30 months*

a. Turns doorknob with forearm rotation
b. Puts small objects through small hole in container

*30-36 months*

c. Builds tower of 8-10 blocks

*36-42 months*

d. Makes simple forms with play dough
e. Places 1/4-inch pegs in pegboard
f. Turns wind-up key 90 degrees in one turn

*42-48 months*

g. Holds writing implement with fingers in tripod position
h. Places 10 pellets in a bottle in 30 seconds

*48-54 months*

i. Holds one small object in palm of hand and then moves it forward to pincer grasp without assistance from other hand

*54-60 months*

j. Places paper clips on paper

***Sequence 19. Bilateral Skills***

*24-30 months*

a. Demonstrates hand preference (typically in eating)

*30-36 months*

b. Unbuttons large buttons
c. Strings small beads
d. Screws on lids

*36-42 months*

e. Laces card with large holes
f. Demonstrates hand preference by picking up most materials with one hand (will cross midline of body)

*42-48 months*

g. Ties single knot
h. Laces two holes in shoes

*48-54 months*

i. Does simple sewing
j. Holds deck of cards and sorts
k. Buttons 1/2-inch buttons

*54-60 months*

l. Folds paper in half (no demonstration)
m. Consistently uses same hand for skills activities

***Sequence 20. Tool Use***

*24-30 months*

a. Uses bowl and stirs
b. Uses hammer to pound pegs in pounding bench

*30-36 months*
c. Transfers material with spoon
d. Spreads with knife
e. Cuts with edge of fork

*36-42 months*
f. Uses rolling pin to flatten dough

*42-48 months*
g. Uses tongs to transfer materials

*48-54 months*
h. Uses hammer to pound in nails

*54-60 months*
i. Uses clothespin to transfer small objects
j. Uses fork and knife to cut soft materials

***Sequence 21. Visual-Motor Skills***

*24-30 months*
a. Imitates horizontal stroke
b. Pretends to write

*30-36 months*
c. Copies a circle with a circular scribble
d. Snips with scissors
e. Makes continuous cuts across paper

*36-42 months*
f. Copies a circle
g. Copies a cross
h. Draws a person with a head and at least one feature
i. Cuts on a straight line, staying within ½ inch of the line

*42-48 months*
j. Draws a person with a head and four features
k. Cuts out a 4-inch square

*48-54 months*
l. Copies a square
m. Draws simple representational pictures
n. Cuts out a 4-inch circle

*54-60 months*
o. Traces outline of simple stencil
p. Draws a person with a head and eight features
q. Cuts out pictures following general shape

**Gross Motor**

***Sequence 22-I. Upright: Posture & Locomotion***

*24-30 months*
a. Walks backward 10 feet
b. Walks on all types of surfaces without falling
c. Uses heel-toe pattern (arms free to carry objects)
d. Takes three to four steps on tiptoes

e. Runs at least 10 feet without falling
f. Jumps down from 8-inch height (one foot leading)
g. Walks up three stairs, alternate pattern, with rail

*30-36 months*

h. Walks at least 20 feet on tiptoes
i. Avoids obstacles when running
j. Walks up three stairs, alternate pattern, without rail
k. Walks down three stairs, same-step foot placement, without rail
l. Jumps over 2-inch hurdle
m. Jumps down from 16-inch to 18-inch height (one foot leading)
n. Broad jumps 4 inches to 14 inches

*36-42 months*

o. Walks 10 feet on tiptoes on 1-inch line
p. Gallops five cycles
q. Runs with some period of flight (both feet off the ground)
r. Hops in one place
s. Walks up 10 stairs, same-step pattern, without rail
t. Walks down 10 stairs, same-step pattern, without rail
u. Jumps over 8-inch hurdle
v. Jumps down from 18-inch to 24-inch height (feet together on takeoff and landing)
w. Broad jumps 14 inches to 24 inches

*42-48 months*

x. Skips five cycles, pausing between skips
y. Hops two to three times on preferred foot
z. Jumps down from 24-inch to 30-inch height (feet together on takeoff and landing)
aa. Walks down three stairs, alternate pattern, with rail
bb. Jumps over several 8-inch obstacles in succession
cc. Broad jumps 24 inches to 36 inches

*48-54 months*

dd. Walks down 10 stairs, alternate pattern, with rail
ee. Hops five times on preferred foot, three times on nonpreferred foot
ff. Skips 5-10 cycles, coordinated step-hop
gg. Runs at least 50 feet in 10 seconds
hh. Jumps 3 inches beyond arms' reach
ii. Jumps down from 32-inch height (may land on one foot)
jj. Broad jumps at least 36 inches

*54-60 months*

kk. Skips at least 15 cycles with rhythmic weight transfer (landing on toes)
ll. Runs, changing direction 180 degrees within four to eight steps
mm. Hops forward 16 inches on preferred foot, 12 inches on nonpreferred foot
nn. Walks down 10 stairs, alternate pattern, without rail
oo. Jumps on floor, completing 180-degree turn in one jump

***Sequence 22-II. Upright: Balance***

*24-30 months*

a. Stands sideways with both feet on balance beam with stable posture
b. Walks five feet on balance beam with one foot on the balance beam and the other on the floor
c. Walks along 10-foot line, following the general direction of the line

*30-36 months*

d. Stands with stable posture on one leg with hands on hips and opposite knee bent (1-2 seconds)
e. Walks three steps on balance beam and maintains balance
f. Walks along 10-foot line, keeping feet on the line and maintaining balance

*36-42 months*

g. Balances with stable posture on preferred leg with hands on hips and opposite knee bent (5 seconds)

*42-48 months*

h. Stands on tiptoes with hands overhead for 2 seconds, maintaining stable posture
i. Stands on either leg, maintaining stable posture with hands on hips and opposite knee bent (8 seconds)

*48-54 months*

j. Takes three to five steps on balance beam, maintaining balance
k. Stands on tiptoes with hands overhead for 8 seconds, maintaining stable posture
l. Does one somersault, keeping body moving forward
m. Walks full length of balance beam, maintaining balance

*54-60 months*

n. Stands on either leg, maintaining stable posture with hands on hips and opposite knee bent (10 seconds)
o. Does two somersaults in a row, maintaining forward progression
p. Walks full length of balance beam with hands on hips, maintaining balance

***Sequence 22-III. Upright: Ball Play***

*24-30 months*

a. Throws 3-inch ball to an adult who is 7 feet away
b. Throws 3-inch ball to an adult who is 9 feet away

*30-36 months*

c. Catches 8-inch ball with arms in front of body from an adult who is 5 feet away
d. Kicks ball 4-6 feet

*36-42 months*

e. Throws 8-inch ball to an adult who is 9 feet away
f. Catches 8-inch ball with elbows bent from an adult who is 5 feet away

*42-48 months*

g. Throws 3-inch ball overhand to an adult who is 10 feet away
h. Catches 3-inch ball with elbows bent from an adult who is 5 feet away
i. Kicks ball 12-15 feet

*48-54 months*

j. Throws 8-inch ball overhand to an adult who is 10 feet away
k. Catches 8-inch ball with elbows bent and arms at sides from an adult who is 6 feet away

*54-60 months*

l. Catches 3-inch ball with elbows bent and arms at sides from a adult who is 7 feet away

***Sequence 22-IV. Upright: Outdoor Play***

*24-30 months*

a. Runs on playground, pausing at surface changes
b. Climbs on low jungle gym bars and will drop several inches to the ground
c. Climbs vertical ladders

*30-36 months*

d. Walks on movable surfaces using some hand support

*36-42 months*

e. Pedals tricycle at least 10 feet
f. Moves actively in play areas

*42-48 months*

g. Enjoys unsteady surfaces and tries to make them move
h. Runs vigorously in play areas

*48-54 months*

i. Pumps swing
j. Invents cooperative games involving equipment

*54-60 months*

k. Rides two-wheel bicycle

## Alignment of the CCPSN to the MELE

Note: Michigan Early Learning Expectations are in **boldface**, followed in regular font by the corresponding items on the instrument being aligned.

| APPROACHES TO LEARNING |
|---|
| **1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.** |
| *Personal-Social: Sequence 1. Self-Regulation and Responsibility*<br>1c. Knows what toys can and cannot do and uses them appropriately<br><br>*Personal-Social: Sequence 3. Self-Concept*<br>3f. Is selective about tasks he or she will and will not try (recognizes limitations)<br><br>3m. Seeks activities that challenge skills<br><br>3n. Identifies own strengths and abilities<br><br>*Cognition: Sequence 8. Problem Solving/Reasoning*<br>8d. Independently explores objects to determine their functions and/or shows other people how they work<br><br>8q. Reasons about experiences and asks and answers questions<br><br>8t. Reasons about future events<br><br>*Communication: Sequence 15. Grammatical Structure*<br>15k. Asks "wh" questions (e.g., "why," "what," "where") |
| **2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.** |
| *Personal-Social: Sequence 2. Interpersonal Skills*<br>2w. Plays cooperatively with peers for extended periods without requiring adult intervention |
| **3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.** |
| *Personal-Social: Sequence 2. Interpersonal Skills*<br>2l. Cooperates with peers to develop a theme for imaginative play<br><br>*Cognition: Sequence 7. Functional Use of Objects & Symbolic Play*<br>7a. Talks to dolls or animals and/or makes them interact with one another<br><br>7b. Assumes different roles in fantasy play<br><br>7c. Represents more complex events in play<br><br>7d. Uses different voices for different people in play<br><br>7e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds |

7f. Uses materials to construct other objects

7g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialog to them)

7i. Builds large structures from blocks or chairs and centers play around them

7k. Uses toy animals or dolls to act out "What would happen if ...?"

7l. Engages in complex adult role playing

**SOCIAL AND EMOTIONAL DEVELOPMENT**

**1. Children develop and exhibit a healthy sense of self.**

*Personal-Social: Sequence 2. Interpersonal Skills*
2j. Separates easily from parents or caregiver in familiar surroundings

*Personal-Social: Sequence 3. Self-Concept*
3a. Shows pride in achievements

3b. Makes positive statements about self

3c. Knows age (tells or holds up fingers)

3d. Tells own first name

3e. Answers correctly when asked if he or she is a boy or a girl

3f. Is selective about tasks he or she will and will not try (recognizes limitations)

3g. Shows guilt or shame over accidents or prohibited behavior

3i. Tells what eyes, ears, and nose are used for

3k. Shows interest in own body (asks questions about its functions)

3l. Shows interest in own clothing and appearance

3m. Seeks activities that challenge skills

3n. Identifies own strengths and abilities

*Cognition: Sequence 7. Functional Use of Objects & Symbolic Play*
7h. Describes own activities during play

*Communication: Sequence 14. Conversational Skills*
14c. Requests assistance

*Communication: Sequence 15. Grammatical Structure*
15l. Uses "I" instead of given name

**2. Children show increasing ability to regulate how they express their emotions.**

*Personal-Social: Sequence 2. Interpersonal Skills*
2f. Requests permission

2m Labels feelings of peers and responds to them

2p. Negotiates conflicts verbally

2r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing and pretend play

2s. Asks permission to use other people's belongings

2t. Shows awareness of other people's feelings

2aa. Asserts self in socially acceptable ways

*Personal-Social: Sequence 3. Self-Concept*
3h. Describes own feelings

3j. Talks about own feelings in relation to events

**3. Children develop healthy relationships with other children and adults.**

*Personal-Social: Sequence 1. Self-Regulation and Responsibility*
1b. Plays comfortably in a small group of children

*Personal-Social: Sequence 2. Interpersonal Skills*
2a. Negotiates with peers about toys (may trade)

2c. Works collaboratively toward a goal with peers

2d. Expresses affection and/or preference for some peers

2e. Expresses regret when another child is hurt or experiences unpleasantness

2g. Converses with peers

2h. Takes turns most of the time if reminded

2i. Responds appropriately to social contact made by familiar adults

2k. Prefers interacting with peers to being with adults

2l. Cooperates with peers to develop a theme for imaginative play

2n. Plays group games with other children without constant adult supervision

2o. Plays simple board or card games with other children with adult supervision

2q. Listens to peers and discusses ideas or observations

2u. Uses terms such as "thank you," "please," and "you're welcome" appropriately

2v. Recognizes another's need for help and gives assistance

2w. Plays cooperatively with peers for extended periods without requiring adult intervention

2x. Plays familiar games with peers and follows the rules without adult intervention

2y. Identifies special friends

2z. Spontaneously takes turns and shares

2bb. Plans/creates games that have rules with peers

2cc. Demonstrates an interest in people outside of the family and immediate circle of friends

*Cognition: Sequence 7. Functional Use of Objects & Symbolic Play*
7j. Cooperates with others in pretend play (discusses roles)

*Gross Motor: Sequence 22-IV. Upright: Outdoor Play*
22-IVj. Invents cooperative games involving equipment

**INTELLECTUAL DEVELOPMENT**

**1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.**

*Personal-Social: Sequence 1. Self-Regulation and Responsibility*
1c. Knows what toys can and cannot do and uses them appropriately

*Cognition: Sequence 5. Attention & Memory: Visual/Spatial*
5a. Points to hand that is hiding a toy (both when toy remains in that hand and when toy is transferred to the other hand, out of sight)

5d. Identifies (points to) object or picture shown briefly and shown again in an array of three

5e. Identifies (points to) object or picture shown briefly and shown again in an array of four

5f. Tells the name of object or picture shown briefly in a group of two and then hidden

5h. Names one of several (four or more) objects or pictures shown (or objects felt), named, and then hidden

5i. After observing three objects being placed under separate covers, identifies the cover under which a matching object is hidden

5j. Remembers and names which one of three objects has been hidden

5k. Describes from memory visual characteristics of familiar objects

5l. Matches both color and shape of one object or picture seen only briefly

5m. Identifies two pictures seen briefly in an array of four to six

5n. Matches both color and shape of two objects seen only briefly

5p. Finds three pictures seen only briefly in an array of 10-12

5q. Remembers the place in an array where a picture was seen only briefly

5r. Finds hidden pictures

5s. Can recall the names of 8-10 pictures when shown an array of 18-20

*Cognition: Sequence 8. Problem Solving/Reasoning*
8d. Independently explores objects to determine their functions and/or shows other people how they work

8e. Answers at least one "why do" question correctly

8k. Answers questions (or points to pictures) to indicate where things come from or what they are made of

8o. Identifies missing parts in pictures

8s. Describes similarities between two different objects

*Cognition/Communication: Sequence 10. Concepts/Vocabulary: Receptive*

10f. Selects objects/pictures to indicate an understanding of at least two relative concepts or comparisons

10g. Points to five or more colors on request

10r. Selects objects/pictures to indicate an understanding of at least four relative concepts or comparisons

10w. Selects objects/pictures to indicate an understanding of at least eight relative concepts or comparisons

10x. Recognizes most colors (including pink, gray, brown)

10z. Understands "except"

10cc. Understands qualitative concepts

*Cognition/Communication: Sequence 11. Concepts/Vocabulary: Expressive*

11r. Labels colors: red, green, blue, orange, purple, yellow, black, brown, pink, and gray

*Communication: Sequence 14. Conversational Skills*

14e. Comments on appearance or disappearance of objects or people

14q. Describes functions of objects

**2. Children represent what they understand about the world through actions, objects, and words.**

*Personal-Social: Sequence 2. Interpersonal Skills*

2r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing and pretend play

*Cognition: Sequence 5. Attention & Memory: Visual/Spatial*

5c. Recognizes familiar signs

*Cognition: Sequence 6-I. Visual Perception: Blocks & Puzzles*

6-Ik. Builds representationally with blocks

*Cognition: Sequence 7. Functional Use of Objects & Symbolic Play*

7a. Talks to dolls or animals and/or makes them interact with one another

7b. Assumes different roles in fantasy play

7c. Represents more complex events in play

7d. Uses different voices for different people in play

7e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds

7f. Uses materials to construct other objects

7g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialog to them)

7h. Describes own activities during play

7i. Builds large structures from blocks or chairs and centers play around them

7j. Cooperates with others in pretend play (discusses roles)

7k. Uses toy animals or dolls to act out "What would happen if ...?"

7l. Engages in complex adult role playing

*Cognition/Communication: Sequence 11. Concepts/Vocabulary: Expressive*

11c. Names eight or more line drawings of common objects

11e. Names most pictures and line drawings of familiar objects

11h. Names pictures of objects not in daily environment

11l. Names objects by functions

11m. Names objects by class

*Communication: Sequence 14. Conversational Skills*

14u. Communicates knowledge about the world to peers and adults

*Fine Motor: Sequence 21. Visual-Motor Skills*

21h. Draws a person with a head and at least one feature

21j. Draws a person with a head and four features

21m. Draws simple representational pictures

21p. Draws a person with a head and eight features

**3. Children gain, organize, and use information in increasingly complex ways.**

*Cognition: Sequence 5. Attention & Memory: Visual/Spatial*

5g. Remembers incidental information

5o. Describes events that happened in the past

*Cognition: Sequence 8. Problem Solving/Reasoning*

8f. Identifies silly or wrong pictures or events

8g. Finds items that go together when asked, "Which one goes with this?"

8i. Tells how an object is used when asked, "What do you do with this?"

8j. Answers two or more "what do you do when" questions

8l. Describes simple absurdities seen in pictures or real life

8m. Responds appropriately to "tell me how" or "how do you" questions

8n. Completes two analogies (i.e., sentences involving comparison, such as "Brother is a boy, sister is a girl")

8p. Imagines and describes what will happen next in unfamiliar story or picture

8q. Reasons about experiences and asks and answers questions

8r. Describes new uses for familiar objects

8t. Reasons about future events

**4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.**

*Cognition: Sequence 8. Problem Solving/Reasoning*
8a. Experiments with cause and effect when playing

8b. Independently nests four containers, or stacks rings or blocks of graduated sizes

8c. Comments that something is not working when expected effects are not produced

*Communication: Sequence 14. Conversational Skills*
14r. Communicates cause and effect relationships

**LANGUAGE AND EARLY LITERACY DEVELOPMENT**

**1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.**
- **A. In comprehension strategies**
- **B. In print and alphabetic knowledge**
- **C. In concepts about reading**

*Cognition: Sequence 5. Attention & Memory: Visual/Spatial*
5b. Recognizes the covers of several books and labels them

5c. Recognizes familiar signs

*Cognition: Sequence 6-II. Visual Perception: Matching & Sorting*
6-IIf. Matches uppercase letters

6-IIl. Matches lowercase letters

6-IIn. Matches name and short words

*Cognition: Sequence 8. Problem Solving/Reasoning*
8p. Imagines and describes what will happen next in unfamiliar story or picture

*Cognition/Communication: Sequence 10. Concepts/Vocabulary: Receptive*
10u. Recognizes at least 10 uppercase letters

10y. Distinguishes between letters and numbers

*Cognition/Communication: Sequence 11. Concepts/Vocabulary: Expressive*
11t. Labels most uppercase letters

*Cognition/Communication: Sequence 12. Attention & Memory: Auditory*
12h. Recalls one or two elements from an unfamiliar story just read (without prompting)

12i. Recalls three to four elements from an unfamiliar story just read (without prompting)

12k. Recalls most of the essential elements in an unfamiliar story just read

12l. Tells two familiar stories without pictures for help (includes all important parts)

*Communication: Sequence 14. Conversational Skills*

14g. Reads books to others by making multiple-word utterances

14n. Names three or more elements or describes what is happening when asked to tell all about a picture or storybook

14p. Reads a story aloud to self or another person while looking at pictures in a book

**2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.**

*Fine Motor: Sequence 18. Grasp & Manipulation*

18g. Holds writing implement with fingers in tripod position

*Fine Motor: Sequence 21. Visual-Motor Skills*

21a. Imitates horizontal stroke

21b. Pretends to write

21c. Copies a circle with a circular scribble

21f. Copies a circle

21g. Copies a cross

21l. Copies a square

21o. Traces outline of simple stencil

**3. Children develop abilities to express themselves clearly and communicate ideas to others.**

*Personal-Social: Sequence 2. Interpersonal Skills*

2q. Listens to peers and discusses ideas or observations

*Cognition/Communication: Sequence 11. Concepts/Vocabulary: Expressive*

11a. Names six or more pictures of common objects

11b. Uses at least 50 different words

11g. Repeats new words to self

11i. Uses a variety of adjectives

11j. Defines two or more simple words using at least one descriptor

11k. Defines five or more simple words using at least one descriptor

11n. Completes two analogies

11o. Asks word meanings or otherwise indicates awareness that words have meanings

11p. Makes rhymes to simple words

11q. Uses new word in conversation soon after hearing the word or having been told the meaning of the word

11s. Defines 10 or more words

11u. Completes five analogies

*Communication: Sequence 14. Conversational Skills*

14a. Asks simple questions with a vocalization or gesture

14b. Asks yes/no questions with appropriate inflection

14d. Uses word or sign combinations to describe remote events

14f. Sustains conversation for several turns

14h. Responds appropriately to "where" and "why" questions

14i. Changes speech depending on listener

14k. Uses words to describe attributes of toys, foods, or other objects

14l. Describes events occurring in the environment

14m. Answers "what is," "whose," "who," and "how many" questions appropriately (if not correctly)

14o. Responds appropriately to "what do you do" and "why do we" questions

14s. Asks questions related to another person's statement in order to maintain a conversation

14t. Creates interest in a listener by indirect references

14u. Communicates knowledge about the world to peers and adults

*Communication: Sequence 15. Grammatical Structure*

15a. Uses two-word utterances to indicate nonexistence and recurrence

15b. Uses two-word utterances to indicate specificity and characteristics

15c. Uses "-s" in the ends of some words to form plurals

15d. Uses auxiliary verbs, usually shortened (e.g., "gonna," "wanna," "hafta")

15e. Uses "-ing" on verbs

15f. Uses negative terms

15g. Uses personal pronouns

15h. Uses prepositional phrases

15i. Uses three-word phrases to specify, to indicate rejection, and/or to describe

15j. Uses three- to four-word complete sentences that include subject-verb-object

15k. Asks "wh" questions (e.g., "why," "what," "where")

15l. Uses "I" instead of given name

15m. Uses "s" on the ends of words to indicate possession

15n. Uses prepositional phrases in sentences

15o. Uses most irregular past-tense verb forms correctly

15p. Uses correct verb forms, both irregular and regular, for past, present, and future actions

15q. Uses "and," "or," "but," or "because" to connect two sentences

15r. Uses verbal nouns and/or verbal adjectives

15s. Uses complete sentence with correct word order in "wh" questions

15t. Uses a variety of adjectives to describe what has been seen, heard, or experienced

15u. Uses endings on verbs or nouns to indicate the activity of a person or thing

15v. Uses comparatives

**4. Children grow in their capacity to use effective listening skills and understand what is said to them.**

*Personal-Social: Sequence 2. Interpersonal Skills*
2q. Listens to peers and discusses ideas or observations

*Cognition/Communication: Sequence 10. Concepts/Vocabulary: Receptive*
10a. Selects pictures of actions (e.g., eating)

10b. Follows directions including "in," "out," "on," and "off"

10f. Selects objects/pictures to indicate an understanding of at least two relative concepts or comparisons

10m. Follows directions or points to pictures to indicate an understanding of the pronouns "he," "she," "him," "her," "they," "their," "them"

*Cognition/Communication: Sequence 11. Concepts/Vocabulary: Expressive*
11f. Listens carefully to new words (may ask for repetition)

*Communication: Sequence 13. Verbal Comprehension*
13a. Follows two-part related commands in novel contexts

13b. Follows three-part commands (three objects and one action, three actions and one object, or three objects related by activity)

13c. Responds to yes/no questions with appropriate words or gestures

13d. Understands negatives

13e. Sorts by color on verbal direction (no sample)

13f. Follows two-step commands involving sequence

13h. Follows three-step instructions in sequence involving two to three different objects

13i. Responds appropriately to statements or questions involving regular plurals

13l. Follows direction including "before" and "after"

13m. Follows instructions that include four elements

*Communication: Sequence 16. Imitation: Vocal*
16a. Repeats novel two-word or two-number sequence

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| 16b. Repeats three-word sentences<br>16c. Repeats a sequence of three numbers or three unrelated words<br>16d. Repeats four-word sentences including adjectives<br>16e. Repeats five- to six-word sentences maintaining grammatical structure<br>16f. Repeats novel sequences of four numbers or four unrelated words |
| **5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **6. Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **CREATIVE DEVELOPMENT** |
| **1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.**<br>*Fine Motor: Sequence 21. Visual-Motor Skills*<br>21h. Draws a person with a head and at least one feature<br>21j. Draws a person with a head and four features<br>21m. Draws simple representational pictures<br>21p. Draws a person with a head and eight features |
| **2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.** |
| *Cognition/Communication: Sequence 12. Attention & Memory: Auditory*<br>12a. Joins in saying nursery rhymes (repeats parts of them)<br>12b. Says or sings at least two nursery rhymes or songs in a group with an adult<br>12c. Independently says or acts out parts of rhymes or songs<br>12d. Notices and reacts to changes in familiar rhymes, songs, or stories<br>12e. Completes lines of familiar rhymes or songs<br>12f. Sings complete nursery songs or says complete rhymes of four to six lines<br>12g. Sings songs or says rhymes of 10-15 lines (some lines may be repeated)<br>12j. Identifies the melody of a familiar song (names the tune) |

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| **3. Children show how they feel, what they think, and what they are learning through movement experiences.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **4. Children show how they feel, what they think, and what they are learning through dramatic play.** |
| *Personal-Social: Sequence 2. Interpersonal Skills*<br>2r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing and pretend play<br><br>*Cognition: Sequence 7. Functional Use of Objects & Symbolic Play*<br>7a. Talks to dolls or animals and/or makes them interact with one another<br><br>7b. Assumes different roles in fantasy play<br><br>7d. Uses different voices for different people in play<br><br>7e. Pretend play includes a logical sequence (with three to four parts) that evolves as play proceeds<br><br>7g. Uses dolls, stuffed animals, or puppets as participants in play (gives dialog to them)<br><br>7i. Builds large structures from blocks or chairs and centers play around them<br><br>7j. Cooperates with others in pretend play (discusses roles)<br><br>7k. Uses toy animals or dolls to act out "What would happen if ...?"<br><br>7l. Engages in complex adult role playing |
| **5. Children develop rich and rewarding aesthetic lives.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **PHYSICAL DEVELOPMENT AND HEALTH** |
| **Physical Development** |
| **1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.** |
| *Personal-Social: Sequence 3. Self-Concept*<br>3i. Tells what eyes, ears, and nose are used for<br><br>3k. Shows interest in own body (asks questions about its functions)<br><br>*Fine Motor: Sequence 17. Imitation: Motor*<br>17a. Imitates postures or actions that do not involve props<br><br>17b. Imitates sequences of two unrelated motor acts<br><br>17c. Repeats sequence of three unrelated motor activities after being led through these activities, one by one<br><br>17d. Imitates simple finger plays (both hands doing similar actions) |

17e. Imitates finger plays (each hand doing different actions)

17f. Imitates complex motor activities in songs and games

**2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.**

*Personal-Social: Sequence 4-I. Self-help: Eating*
4-Ih. Independently drinks from water fountain

*Gross Motor: Sequence 22-I. Upright: Posture & Locomotion*
22-Ia. Walks backward 10 feet

22-Ib. Walks on all types of surfaces without falling

22-Ic. Uses heel-toe pattern (arms free to carry objects)

22-Id. Takes three to four steps on tiptoes

22-Ie. Runs at least 10 feet without falling

22-If. Jumps down from 8-inch height (one foot leading)

22-Ig. Walks up three stairs, alternate pattern, with rail

22-Ih. Walks at least 20 feet on tiptoes

22-Ii. Avoids obstacles when running

22-Ij. Walks up three stairs, alternate pattern, without rail

22-Ik. Walks down three stairs, same-step foot placement, without rail

22-Il. Jumps over 2-inch hurdle

22-Im. Jumps down from 16-inch to 18-inch height (one foot leading)

22-In. Broad jumps 4 inches to 14 inches

22-Io. Walks 10 feet on tiptoes on 1-inch line

22-Ip. Gallops five cycles

22-Iq. Runs with some period of flight (both feet off the ground)

22-Ir. Hops in one place

22-Is. Walks up 10 stairs, same-step pattern, without rail

22-It. Walks down 10 stairs, same-step pattern, without rail

22-Iu. Jumps over 8-inch hurdle

22-Iv. Jumps down from 18-inch to 24-inch height (feet together on takeoff and landing)

22-Iw. Broad jumps 14 inches to 24 inches

22-Ix. Skips five cycles, pausing between skips

22-Iy. Hops two to three times on preferred foot

22-Iz. Jumps down from 24-inch to 30-inch height (feet together on takeoff and landing)

22-Iaa. Walks down three stairs, alternate pattern, with rail

22-Ibb. Jumps over several 8-inch obstacles in succession

22-Icc. Broad jumps 24 inches to 36 inches

22-Idd. Walks down 10 stairs, alternate pattern, with rail

22-Iee. Hops five times on preferred foot, three times on nonpreferred foot

22-Iff. Skips 5-10 cycles, coordinated step-hop

22-Igg. Runs at least 50 feet in 10 seconds

22-Ihh. Jumps 3 inches beyond arms' reach

22-Iii. Jumps down from 32-inch height (may land on one foot)

22-Ijj. Broad jumps at least 36 inches

22-Ikk. Skips at least 15 cycles with rhythmic weight transfer (landing on toes)

22-Ill. Runs, changing direction 180 degrees within four to eight steps

22-Imm. Hops forward 16 inches on preferred foot, 12 inches on nonpreferred foot

22-Inn. Walks down 10 stairs, alternate pattern, without rail

22-Ioo. Jumps on floor, completing 180-degree turn in one jump

*Gross Motor: Sequence 22-II. Upright: Balance*

22-IIa. Stands sideways with both feet on balance beam with stable posture

22-IIb. Walks five feet on balance beam with one foot on the balance beam and the other on the floor

22-IIc. Walks along 10-foot line, following the general direction of the line

22-IId. Stands with stable posture on one leg with hands on hips and opposite knee bent (1-2 seconds)

22-IIe. Walks three steps on balance beam and maintains balance

22-IIf. Walks along 10-foot line, keeping feet on the line and maintaining balance

22-IIg. Balances with stable posture on preferred leg with hands on hips and opposite knee bent (5 seconds)

22-IIh. Stands on tiptoes with hands overhead for 2 seconds, maintaining stable posture

22-IIi. Stands on either leg, maintaining stable posture with hands on hips and opposite knee bent (8 seconds)

22-IIj. Takes three to five steps on balance beam, maintaining balance

22-IIk. Stands on tiptoes with hands overhead for 8 seconds, maintaining stable posture

22-IIl. Does one somersault, keeping body moving forward

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| 22-IIm. | Walks full length of balance beam, maintaining balance |
| 22-IIn. | Stands on either leg, maintaining stable posture with hands on hips and opposite knee bent (10 seconds) |
| 22-IIo. | Does two somersaults in a row, maintaining forward progression |
| 22-IIp. | Walks full length of balance beam with hands on hips, maintaining balance |
| Gross Motor: Sequence 22-III. Upright: Ball Play | |
| 22-IIIa. | Throws 3-inch ball to an adult who is 7 feet away |
| 22-IIIb. | Throws 3-inch ball to an adult who is 9 feet away |
| 22-IIIc. | Catches 8-inch ball with arms in front of body from an adult who is 5 feet away |
| 22-IIId. | Kicks ball 4-6 feet |
| 22-IIIe. | Throws 8-inch ball to an adult who is 9 feet away |
| 22-IIIf. | Catches 8-inch ball with elbows bent from an adult who is 5 feet away |
| 22-IIIg. | Throws 3-inch ball overhand to an adult who is 10 feet away |
| 22-IIIh. | Catches 3-inch ball with elbows bent from a adult who is 5 feet away |
| 22-IIIi. | Kicks ball 12-15 feet |
| 22-IIIj. | Throws 8-inch ball overhand to an adult who is 10 feet away |
| 22-IIIk. | Catches 8-inch ball with elbows bent and arms at sides from an adult who is 6 feet away |
| 22-IIIl. | Catches 3-inch ball with elbows bent and arms at sides from a adult who is 7 away |
| Gross Motor: Sequence 22-IV. Upright: Outdoor Play | |
| 22-IVa. | Runs on playground, pausing at surface changes |
| 22-IVb. | Climbs on low jungle gym bars and will drop several inches to the ground |
| 22-IVc. | Climbs vertical ladders |
| 22-IVd. | Walks on movable surfaces using some hand support |
| 22-IVe. | Pedals tricycle at least 10 feet |
| 22-IVf. | Moves actively in play areas |
| 22-IVg. | Enjoys unsteady surfaces and tries to make them move |
| 22-IVh. | Runs vigorously in play areas |
| 22-IVi. | Pumps swing |
| 22-IVj. | Invents cooperative games involving equipment |
| 22-IVk. | Rides two-wheel bicycle |

**3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.**

*Personal-Social: Sequence 4-I. Self-help: Eating*

4-Ia. Begins to use fork

4-Ib. Drinks from small glass held with one hand

4-Ic. Gets drink unassisted (turns tap on and off)

4-Id. Pours liquid from one container into another

4-Ig. Holds fork in fingers

*Personal-Social: Sequence 4-II. Self-help: Dressing*

4-IIa. Removes shoes

4-IIb. Removes coat

4-IIc. Puts on simple clothing (e.g., pants, shoes, socks)

4-IId. Puts on all clothing unaided, except for fasteners

4-IIe. Undoes fasteners (e.g., large buttons, snaps, shoelaces)

4-IIf. Independently puts on coat

4-IIg. Buttons clothing

4-IIh. Dresses and undresses with little assistance

4-IIi. Zips front-opening clothing

*Fine Motor: Sequence 18. Grasp & Manipulation*

18a. Turns doorknob with forearm rotation

18b. Puts small objects through small hole in container

18c. Builds tower of 8-10 blocks

18d. Makes simple forms with play dough

18e. Places 1/4-inch pegs in pegboard

18f. Turns wind-up key 90 degrees in one turn

18g. Holds writing implement with fingers in tripod position

18h. Places 10 pellets in a bottle in 30 seconds

18i. Holds one small object in palm of hand and then moves it forward to pincer grasp without assistance from other hand

18j. Places paper clips on paper

*Fine Motor: Sequence 19. Bilateral Skills*

19a. Demonstrates hand preference (typically in eating)

19b. Unbuttons large buttons

19c. Strings small beads

19d. Screws on lids

19e. Laces card with large holes

19f. Demonstrates hand preference by picking up most materials with one hand (will cross midline of body)

19g. Ties single knot

19h. Laces two holes in shoes

19i. Does simple sewing

19j. Holds deck of cards and sorts

19k. Buttons 1/2-inch buttons

19l. Folds paper in half (no demonstration)

19m. Consistently uses same hand for skills activities

*Fine Motor: Sequence 20. Tool Use*

20a. Uses bowl and stirs

20b. Uses hammer to pound pegs in pounding bench

20c. Transfers material with spoon

20d. Spreads with knife

20e. Cuts with edge of fork

20f. Uses rolling pin to flatten dough

20g. Uses tongs to transfer materials

20h. Uses hammer to pound in nails

20i. Uses clothespin to transfer small objects

20j. Uses fork and knife to cut soft materials

*Fine Motor: Sequence 21. Visual-Motor Skills*

21d. Snips with scissors

21e. Makes continuous cuts across paper

21i. Cuts on a straight line, staying within ½ inch of the line

21k. Cuts out a 4-inch square

21n. Cuts out a 4-inch circle

21q. Cuts out pictures following general shape

**4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.**

*Personal-Social: Sequence 2. Interpersonal Skills*
2c. Works collaboratively toward a goal with peers

2w. Plays cooperatively with peers for extended periods without requiring adult intervention

**Health, Safety, and Nutrition**

**5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.**

*Personal-Social: Sequence 4-I. Self-help: Eating*
4-If. Independently fixes bowl of dry cereal with milk

4-Ii. Independently fixes sandwich

*Personal-Social: Sequence 4-III. Self-help: Grooming*
4-IIIa. Dries hands

4-IIIb. Brushes teeth with assistance

4-IIIc. Washes self with washcloth

4-IIId. Washes and dries hands and face without assistance

4-IIIe. Uses napkin without prompting to wipe messy face while eating

4-IIIf. Brushes teeth independently

4-IIIg. Runs brush or comb through hair

4-IIIh. Gets tissue to wipe nose without reminder

4-IIIi. Blows nose independently on request

*Personal-Social: Sequence 4-IV. Self-help: Toileting*
4-IVa. Urinates when placed on toilet

4-IVb. Has bowel movement when placed on toilet

4-IVc. Usually indicates need to toilet (rarely has bowel accidents)

4-IVd. Uses toilet by self, except for cleaning after bowel movement

4-IVe. Seldom has toileting accidents (may need help with difficult clothing)

4-IVf. Cares for self at toilet (may need assistance wiping after bowel movement)

4-IVg. Tears toilet tissue and flushes toilet after use

4-IVh. Wipes self after bowel movement

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| **6. Children recognize that they have a role in preventing accidents or potential emergencies.** |
| *Personal-Social: Sequence 1. Self-Regulation and Responsibility*<br>1a. Avoids common dangers<br><br>1g. Answers questions related to safety<br><br>*Personal-Social: Sequence 3. Self-Concept*<br>3g. Shows guilt or shame over accidents or prohibited behavior |
| **7. Children become aware of and begin to develop nutritional habits that contribute to good health.** |
| *Personal-Social: Sequence 4-I. Self-help: Eating*<br>4-Ie. Swallows food in mouth before taking another bite<br><br>4-If. Independently fixes bowl of dry cereal with milk<br><br>4-Ii. Independently fixes sandwich<br><br>*Fine Motor: Sequence 20. Tool Use*<br>20c. Transfers material with spoon<br><br>20d. Spreads with knife<br><br>20e. Cuts with edge of fork<br><br>20j. Uses fork and knife to cut soft materials |
| **EARLY LEARNING IN MATHEMATICS** |
| **1. Children begin to develop processes and strategies for solving mathematical problems.** |
| *Cognition: Sequence 9. Number Concepts*<br>9h. Compares two quantities and tells which is more<br><br>9n. Counts to tell how many and will deny that it is some other number when asked |
| **2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.** |
| *Cognition: Sequence 6-II. Visual Perception: Matching & Sorting*<br>6-IIa. Sorts by size (big and little)<br><br>6-IIb. Matches primary colors<br><br>6-IIc. Sorts by shape<br><br>6-IId. Sorts by two characteristics<br><br>6-IIe. Matches geometric designs (orientation irrelevant)<br><br>6-IIf. Matches uppercase letters<br><br>6-IIg. Matches pictures based on relationships |

6-IIh. Matches at least eight geometric shapes

6-IIi. Selects pictures to group with other pictures based on functional relationships

6-IIj. Matches numbers 0-9 (may confuse 6 and 9)

6-IIk. Selects pictures to complete simple picture analogies

6-IIl. Matches lowercase letters

6-IIm. Identifies object or picture that does not belong in group of objects (by class), and selects the object that does belong

6-IIn. Matches name and short words

*Cognition/Communication: Sequence 10. Concepts/Vocabulary: Receptive*

10c. Selects a similar object/picture when shown a sample and asked to find "another one"

10d. Selects objects/pictures that are "the same" or "like this"

10e. Selects "biggest" and "littlest" (or "smallest") from a group of three objects/pictures

10f. Selects objects/pictures to indicate an understanding of at least two relative concepts or comparisons

10h. Selects objects and pictures to indicate which are square and which are round

10i. Selects objects by usage

10j. Understands part-whole relationships (e.g., points to the tail of the dog)

10n. Understands "fast" versus "slow"

10p. Selects the one that is "different" (or "not the same")

10t. Selects members of a class

10x. Recognizes most colors (including pink, gray, brown)

*Cognition/Communication: Sequence 11. Concepts/Vocabulary: Expressive*

11d. Uses "other" and "another" to refer to additional or similar objects

11l. Names objects by functions

11m. Names examples in classes

11v. Names a class of objects from its members

*Communication: Sequence 13. Verbal Comprehension*

13e. Sorts by color on verbal direction (no sample)

13g. Sorts by named categories

13j. Points to pictures or selects objects from a group based on object class and two characteristics

13k. On verbal direction (no sample), sorts objects on the basis on two characteristics

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| *Communication: Sequence 15. Grammatical Structure*<br>15v. Uses comparatives |
| **3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.** |
| *Cognition: Sequence 8. Problem Solving/Reasoning*<br>8h. Completes sequences of colors and shapes |
| **4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.** |
| *Cognition: Sequence 8. Problem Solving/Reasoning*<br>8q. Reasons about experiences and asks and answers questions<br>8t. Reasons about future events |
| **5. Children explore and discover simple ways to measure.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.** |
| *Cognition: Sequence 6-II. Visual Perception: Matching & Sorting*<br>6-IIj. Matches numbers 0-9 (may confuse 6 and 9)<br>*Cognition: Sequence 9. Number Concepts*<br>9a. Selects "just one"<br>9b. Points and recites at least three numbers in correct sequence when asked to count objects<br>9c. Correctly answers "how many" for one and two objects<br>9d. Gives/selects two and three objects<br>9e. Follows instructions including "all," "none," and "not any"<br>9f. When asked to count objects, begins with "one, two, three"<br>9g. Gives "one more"<br>9h. Compares two quantities and tells which is more<br>9i. Matches two objects (or a picture with two objects) to a picture with the same quantity of objects in an array that includes pictures of two, three, four, and five objects<br>9j. Matches pictures containing different configurations of objects up through six<br>9k. Counts up to six objects in a row (one-to-one correspondence) |

9l. Counts 10 objects in a row (one-to-one correspondence)

9m. Does not recount when asked how many (quantities above four)

9n. Counts to tell how many and will deny that it is some other number when asked

9o. Uses quantity terms spontaneously

9p. Understands "same number" and can sort a set into halves

9r. Correctly counts to 20

9s. Matches three-part sequences of pictures depicting quantities (or dice)

9t. Gives the correct number of objects when asked (all numbers from 4 through 10)

9u. Tells current age, age the previous year, and age next year

9v. Answers addition questions involving adding 2 (up to 10)

9w. Identifies numbers 0 through 9

9x. Matches numbers to pictures of quantities up to four (or assembles groups of objects to match the number; the adult does not name the object for the child)

*Cognition/Communication: Sequence 10. Concepts/Vocabulary: Receptive*

10y. Distinguishes between letters and numbers

**8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.**

*Cognition: Sequence 6-I. Visual Perception: Blocks & Puzzles*

6-Ia. Places round, square, and triangular forms in reversed form board

6-Ib. Imitates block train

6-Ic. Puts together two-piece puzzles

6-Id. Imitates block building

6-Ie. Imitates block bridge

6-If. Puts together puzzle with four or five interconnected pieces

6-Ig. Imitates horizontal (flat on the table) block patterns of two and three blocks (two colors)

6-Ih. Imitates horizontal block patterns of four to six blocks (two colors)

6-Ii. Completes 8- to 12-piece interconnected puzzles

6-Ij. Imitates construction of a simple visual pattern using parquetry blocks

6-Ik. Builds representationally with blocks

6-Il. Completes 15- to 25-piece interconnected puzzles

6-Im. Reproduces simple block designs from memory

*Cognition: Sequence 7. Functional Use of Objects & Symbolic Play*

7f. Uses materials to construct other objects

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| 7i. Builds large structures from blocks or chairs and centers play around them<br><br>*Cognition/Communication: Sequence 10. Concepts/Vocabulary: Receptive*<br>10k. Understands "up," "down," "top," and "bottom"<br><br>10l. Understands "under," "over," "next to," and "beside"<br><br>10o. Understands "empty" versus "full"<br><br>10q. Understands "around," "in front of," "in back of," "between," "high," and "low"<br><br>10s. Selects square, triangle, and circle<br><br>10v. Understands "backward" and "forward"<br><br>*Communication: Sequence 14. Conversational Skills*<br>14w. Asks and responds appropriately to "how far" questions |
| **EARLY LEARNING IN SCIENCE** |
| **1. Children develop positive attitudes and gain knowledge about science through observation and active play.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.** |
| *Personal-Social: Sequence 1. Self-Regulation and Responsibility*<br>1h. Shows care in handling small animals or potentially breakable objects |
| **3. Children show a beginning awareness of scientific knowledge related to the earth.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **EARLY LEARNING IN THE SOCIAL STUDIES** |
| **1. Children begin to understand and interpret their relationship and place within their own environment.** |
| *Personal-Social: Sequence 2. Interpersonal Skills*<br>2b. Shows awareness of social standards (e.g., wants clothes changed when dirty, brings broken toys to be fixed)<br><br>2u. Uses terms such as "thank you," "please," and "you're welcome" appropriately<br><br>2cc. Demonstrates an interest in people outside of the family and immediate circle of friends<br><br>*Communication: Sequence 14. Conversational Skills*<br>14v. Explains social conventions or rules to peers |

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| **2. Children begin to recognize that many different influences shape people's thinking and behavior.** |
| *Personal-Social: Sequence 2. Interpersonal Skills*<br>2r. Demonstrates understanding that different people have different feelings, attitudes, or beliefs through role playing and pretend play |
| **3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.** |
| *Personal-Social: Sequence 1. Self-Regulation and Responsibility*<br>1f. Adapts readily to changes in routine<br><br>*Cognition/Communication: Sequence 10. Concepts/Vocabulary: Receptive*<br>10aa. Answers questions or points to pictures to show an understanding that different activities occur in the daytime and at night<br><br>10bb. Understands time concepts |
| **4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.** |
| *Personal-Social: Sequence 1. Self-Regulation and Responsibility*<br>1d. Puts away toys neatly when asked (may have to be reminded)<br><br>1e. Follows rules given by adults for new activities or simple games<br><br>1i. Performs simple chores (may have to be reminded or supervised)<br><br>1j. Responds appropriately to instructions given in a small group<br><br>*Personal-Social: Sequence 2. Interpersonal Skills*<br>2f. Requests permission<br><br>2n. Plays group games with other children without constant adult supervision<br><br>2o. Plays simple board or card games with other children with adult supervision<br><br>2q. Listens to peers and discusses ideas or observations<br><br>2s. Asks permission to use other people's belongings<br><br>2bb. Plans/creates games that have rules with peers<br><br>*Personal-Social: Sequence 3. Self-Concept*<br>3g. Shows guilt or shame over accidents or prohibited behavior<br><br>*Communication: Sequence 14. Conversational Skills*<br>14v. Explains social conventions or rules to peers |

| |
|---|
| **5. Children increase their understanding about how basic economic concepts relate to their lives.** |
| *Personal-Social: Sequence 1. Self-Regulation and Responsibility*<br>1k. Buys simple objects in store without help (i.e., gets objects or has clerk get object, gives money, and waits for change<br><br>*Cognition: Sequence 9. Number Concepts*<br>9q. Identifies penny, nickel, and dime when named |
| **6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **EARLY SKILLS IN USING TECHNOLOGY** |
| **1. Children explore and use various types of technology tools.** |
| *Personal-Social: Sequence 1. Self-Regulation and Responsibility*<br>1l. Answers telephone appropriately and calls person to telephone<br><br>*Communication: Sequence 14. Conversational Skills*<br>14j. Talks on telephone and waits for turn to respond |
| **2. Children can name various components of computer systems and use various input devices.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **3. Children work cooperatively with others while using technology tools.** |
| No corresponding items on the *Carolina Curriculum for Preschoolers with Special Needs* |
| **4. Children demonstrate responsible handling of technology equipment.** |
| *Personal-Social: Sequence 1. Self-Regulation and Responsibility*<br>1h. Shows care in handling small animals or potentially breakable objects |

## CCPSN Crosswalk to OSEP Child Outcomes

Note: This is a preliminary draft developed by the Early Childhood Outcomes (ECO) Center. They are still in the process of refining and revising this document which means that some of the categorizations could change based on additional discussion. They welcome your feedback to <staff@the-eco-center.org>.

| **Outcome 1:**<br>**Has positive social relationships** | **Outcome 2:**<br>**Acquires and uses knowledge and skills** | **Outcome 3:**<br>**Takes appropriate action to meet needs** |
|---|---|---|
| **Personal-Social**<br>**2. Interpersonal Skills**<br>a-cc. Negotiates with peers about toys, converses with peers, takes turns most of the time, plays simple games, identifies special friends, demonstrates an interest in people outside of the family and immediate circle of friends, etc.<br><br>**3. Self-Concept**<br>a-n. Shows guilt or shame over accident or prohibited behavior, describes own feelings, talks about own feelings in relation to events, shows pride in accomplishments, etc. | **Personal-Social**<br>**3. Self-Concept**<br>a-n. Knows age, tells own first name, answers correctly when asked if he is a boy or girl, tells what eyes/ears/nose are used for, shows interest in own body asking questions about its functions, etc.<br><br>**Cognition**<br>**5. Attention & Memory: Visual/Spatial**<br>a-s. Recognizes familiar signs, remembers incidental information, matches colors and shapes, describes events that happened in the past, finds hidden pictures, etc. | **Personal-Social**<br>**1. Self Regulation & Responsibility**<br>a-l. Avoids common dangers, adapts readily to changes in routine, performs simple chores, etc.<br><br>**4-I. Self-Help: Eating**<br>a-i. Begins to use fork, pours liquid, independently fixes sandwich, etc.<br><br>**4-II. Self-Help: Dressing**<br>a-i. Removes shoes, puts on coat, buttons clothing, zips, etc.<br><br>**4-III. Self-Help: Grooming**<br>a-i. Dries hands, brushes teeth, blows nose, etc. |

| Outcome 1:<br>Has positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| **Communication**<br>**14. Conversation Skills**<br>a-w. Asks simple questions with a vocalization or gesture, sustains conversation for several turns, creates interest in a listener by indirect references, etc. | **Cognition**<br>**6-I. Visual Perception: Blocks & Puzzles**<br>a-m. Imitates block train, bridge, puts together puzzle, builds representationally with blocks, etc.<br><br>**6-II. Visual Perception: Matching & Sorting**<br>a-n. Sorts by size, shape, matches letters, matches name and short words, etc.<br><br>**7. Functional Use of Objects & Symbolic Play**<br>a-l. Talks to dolls or animals, assumes different roles in fantasy play, uses materials to construct other objects, engages in complex adult role playing, etc.<br>**Cognition**<br>**8. Problem Solving/Reasoning**<br>a-t. Experiments with cause and effect when playing, completes sequences of color or shapes, responds appropriately to 'tell me how' questions, describes new uses for familiar objects, etc. | **Personal-Social**<br>**4-IV. Self-Help: Toileting**<br>a-h. Uses toilet by self, tears toilet tissue and flushes toilet after use, etc.<br><br>**Communication**<br>**14. Conversation Skills**<br>c. Requests assistance<br><br>**Fine Motor**<br>**18. Grasp & Manipulation***<br>a-j. Turns doorknob with forearm rotation, holds writing implement with fingers in tripod position, places paper clips on paper, etc.<br><br>**Fine Motor**<br>**19. Bilateral Skills***<br>a-j. Demonstrates hand preference, screws on lids, holds deck of cards and sorts, folds paper in half, etc.<br><br>**20. Tool Use**<br>a-j. Holds bowl and stirs, spreads with knife, uses hammer to pound in nails, etc. |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

| Outcome 1:<br>Has positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| | **Cognition**<br>**9. Number Concepts**<br>a-x. Selects 'just one,' give 'one more,' counts 10 objects in a row (one-to-one correspondence), correctly counts to 20, identifies numbers 0-9, etc.<br><br>**Cognition/Communication**<br>**10. Concepts/Vocabulary: Receptive**<br>a-cc. Selects pictures of action, points to five ore more colors, understands 'fast' versus 'slow,' recognizes 10 uppercase letters, understands time concepts, etc.<br>**Cognition/Communication**<br>**11. Concepts/Vocabulary: Expressive**<br>a-v. Names six or more pictures of common objects, uses a variety of adjectives, names objects by function, asks word meanings, defines 10 or more words, etc.<br><br>**12. Attention & Memory: Auditory**<br>a-l. Joins in saying nursery rhymes, sings songs, tells two familiar stories without pictures for help, etc. | **Gross Motor***<br>**21. Visual-Motor Skills***<br>a-q. Imitates horizontal stroke, snips with scissors, copies a circle, square, traces outline of simple stencil, etc.<br><br>**22-I. Upright: Posture & Locomotion**<br>a-o. Walks backward 10 feet, walks at least 20 feet on tiptoes, gallops five cycles, skips five cycles, broad jumps at least 36 inches, etc. |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

| Outcome 1:<br>Has positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| | **Communication**<br>**13. Verbal Comprehension**<br>a-m. Follows two-part related commands in novel contexts, understands negatives, sorts by named categories, follows instructions that include four elements, etc.<br><br>**14. Conversation Skills**<br>a-w. Responds appropriately to 'where' and 'why' questions, describes events occurring in the environment, describes functions of objects, asks and responds appropriately to 'how far' questions, etc.<br>**Communication**<br>**15. Grammatical Structure**<br>a-v. Uses two-word utterances, uses negative terms, prepositional phrases, uses 'I' instead of given name, uses verbal nouns and/or verbal adjectives uses comparatives, etc.<br><br>**16. Imitation: Vocal**<br>a-q. Repeats sounds, imitates inflection imitates familiar words, repeats sentences, etc. | |

| Outcome 1:<br>Has positive social relationships | Outcome 2:<br>Acquires and uses knowledge and skills | Outcome 3:<br>Takes appropriate action to meet needs |
|---|---|---|
| | **Fine Motor*** <br>**17. Imitation: Motor**<br>a-f. Imitates postures or actions, imitates finger plays, etc.<br><br>**21. Visual-Motor Skills***<br>a-q. Imitates horizontal stroke, pretends to write, copies a circle/square, draws a person with a head and features, draws simple representational pictures, etc. | |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk were:

**Gross Motor**

**22-II. Upright: Balance**

a-p. Stands sideways with both feet on balance beam, walks three steps on balance beam, does one somersault, walks full length of balance beam with hands on hips, etc.

**22-III. Upright: Ball Play**

a-l. Throws 3-inch ball to an adult at various distances, throws 3-inch ball overhand to adult at various distances, kicks ball various distances, catches ball with elbows bent at various distances, etc.

**22-IV. Upright: Outdoor Play**

a-k. Runs on playground pausing at surface changes, climbs on low jungle gym bars and will drop several inches to the ground, pedals tricycle at least 10 feet, pumps swing, rides two-wheel bike, etc.

## CCPSN Score Translation Guidance

See Appendix A.

# Preschool Child Observation Record, 2nd Edition (COR)

The *Preschool Child Observation Record, 2nd Edition (COR)* is an observation-based assessment instrument for children aged 2 ½ to 6 years. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the High/Scope curriculum). The COR is divided into six major categories that are critical for school success: Initiative, Social Relations, Creative Representation, Movement and Music, Language and Literacy, and Mathematics and Science. Each category contains between three and eight observation items, and each of the 32 items is rated according to five developmental levels ranging from "1" (the simplest) to "5" (the most complex).

To complete the COR, trained teaching staff or independent observers collect objective anecdotes during the normal daily routine. In this way, the assessment is seamlessly integrated with program teaching and planning. The results provide detailed reports (including computer software to generate electronic reports) that analyze both individual development and progress for the class as a whole. These results can be shared with various audiences including families, administrators, researchers, and policymakers.

Categories and Observation Items

**I. Initiative**
- A. Making choices and plans
- B. Solving problems with materials
- C. Initiating play
- D. Taking care of personal needs

**II. Social Relations**
- E. Relating to adults
- F. Relating to other children
- G. Resolving interpersonal conflict
- H. Understanding and expressing feelings

**III. Creative Representation**
- I. Making and building models
- J. Drawing and painting pictures
- K. Pretending

**IV. Movement and Music**
- L. Moving in various ways
- M. Moving with objects
- N. Feeling and expressing steady beat
- O. Moving to music
- P. Singing

**IV. Language and Literacy**

Q. Listening to and understanding speech
R. Using vocabulary
S. Using complex patterns of speech
T. Showing awareness of sounds in words
U. Demonstrating knowledge about books
V. Using letter names and sounds
W. Reading
X. Writing

**V. Mathematics and Science**

Y. Sorting objects
Z. Identifying patterns
AA. Comparing properties
BB. Counting
CC. Identifying position and direction
DD. Identifying sequence, change, and causality
EE. Identifying materials and properties
FF. Identifying natural and living things

## Alignment of the COR to the MELE

Note: Michigan Early Learning Expectations are in **boldface**, followed in regular font by the corresponding items on the instrument being aligned.

| APPROACHES TO LEARNING |
|---|
| **1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.** |
| *Initiative*<br>A. Making choices and plans<br>C. Initiating play |
| **2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.** |
| *Initiative*<br>A. Making choices and plans<br>B. Solving problems with materials |
| **3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.** |
| *Initiative*<br>B. Solving problems with materials<br>C. Initiating play<br>*Creative Representation*<br>I. Making and building models<br>J. Drawing and painting pictures<br>K. Pretending |
| **SOCIAL AND EMOTIONAL DEVELOPMENT** |
| **1. Children develop and exhibit a healthy sense of self.** |
| *Initiative*<br>D. Taking care of personal needs<br>*Social Relations*<br>H. Understanding and expressing feelings |
| **2. Children show increasing ability to regulate how they express their emotions.** |
| *Social Relations*<br>H. Understanding and expressing feelings |

| |
|---|
| **3. Children develop healthy relationships with other children and adults.** |
| *Social Relations*<br>E. Relating to adults<br>F. Relating to children<br>G. Resolving conflict |
| **INTELLECTUAL DEVELOPMENT** |
| **1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.** |
| Mathematics and Science<br>Y. Sorting objects<br>AA. Comparing properties<br>EE. Identifying materials and properties<br>FF. Identifying natural and living things |
| **2. Children represent what they understand about the world through actions, objects, and words.** |
| *Creative Representation*<br>I. Making and building models<br>J. Drawing and painting pictures<br>K. Pretending<br>*Language and Literacy*<br>R. Vocabulary<br>*Mathematics and Science*<br>CC. Identifying position and direction |
| **3. Children gain, organize, and use information in increasingly complex ways.** |
| *Mathematics and Science*<br>DD. Identifying sequence, change, and causality |
| **4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.** |
| *Initiative*<br>B. Solving problems with materials |

| LANGUAGE AND EARLY LITERACY DEVELOPMENT |
|---|
| **1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.**<br>**A. In comprehension strategies**<br>**B. In print and alphabetic knowledge**<br>**C. In concepts about reading** |
| *Language and Literacy*<br>Q. Listening to and understanding speech<br>T. Showing awareness of sounds in words<br>U. Demonstrating knowledge about books<br>V. Using letter names and sounds<br>W. Reading |
| **2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.** |
| *Language and Literacy*<br>X. Writing |
| **3. Children develop abilities to express themselves clearly and communicate ideas to others.** |
| *Social Relations*<br>H. Understanding and expressing feelings<br>*Language and Literacy*<br>R. Using vocabulary<br>S. Using complex patterns of speech |
| **4. Children grow in their capacity to use effective listening skills and understand what is said to them.** |
| *Language and Literacy*<br>Q. Listening to and understanding speech |
| **5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.** |
| No corresponding items on the *COR* |
| **6. Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.** |
| No corresponding items on the *COR* |

| |
|---|
| **7.Children begin to understand that communication is diverse and that people communicate in a variety of ways.** |
| No corresponding items on the *COR* |
| **CREATIVE DEVELOPMENT** |
| **1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.** |
| *Creative Representation*<br>I. Making and building models<br>J. Painting |
| **2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.** |
| *Movement and Music*<br>N. Feeling and expressing steady beat<br>P. Singing |
| **3. Children show how they feel, what they think, and what they are learning through movement experiences.** |
| O. Moving to music |
| **4. Children show how they feel, what they think, and what they are learning through dramatic play.** |
| Creative Representation<br>K. Pretending |
| **5. Children develop rich and rewarding aesthetic lives.** |
| No corresponding items on the *COR* |
| **PHYSICAL DEVELOPMENT AND HEALTH** |
| **Physical Development** |
| **1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.** |
| No corresponding items on the *COR* |
| **2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.** |
| *Movement and Music*<br>L. Moving in various ways |

| |
|---|
| M. Moving with objects<br>O. Moving to music |
| **3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.** |
| *Movement and Music*<br>M. Moving with objects<br>*Language and Literacy*<br>X. Writing |
| **4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.** |
| No corresponding items on the *COR* |
| **Health, Safety, and Nutrition** |
| **5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.** |
| *Initiative*<br>D. Taking care of personal needs |
| **6. Children recognize that they have a role in preventing accidents or potential emergencies.** |
| No corresponding items on the *COR* |
| **7. Children become aware of and begin to develop nutritional habits that contribute to good health.** |
| No corresponding items on the *COR* |
| **EARLY LEARNING IN MATHEMATICS** |
| **1. Children begin to develop processes and strategies for solving mathematical problems.** |
| No corresponding items on the *COR* |
| **2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.** |
| *Mathematics and Science*<br>Y. Sorting<br>AA. Comparing properties |
| **3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.** |

| |
|---|
| *Mathematics and Science*<br>Z. Identifying patterns |
| **4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.** |
| No corresponding items on the *COR* |
| **5. Children explore and discover simple ways to measure.** |
| *Mathematics and Science*<br>AA. Comparing properties |
| **6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.** |
| No corresponding items on the *COR* |
| **7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.** |
| *Mathematics and Science*<br>BB. Counting |
| **8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.** |
| *Mathematics and Science*<br>CC. Identifying position and direction |
| **EARLY LEARNING IN SCIENCE** |
| **1. Children develop positive attitudes and gain knowledge about science through observation and active play.** |
| No corresponding items on the *COR* |
| **2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.** |
| *Mathematics and Science*<br>FF. Identifying natural and living things |
| **3. Children show a beginning awareness of scientific knowledge related to the earth.** |
| No corresponding items on the *COR* |

| EARLY LEARNING IN THE SOCIAL STUDIES |
|---|
| **1. Children begin to understand and interpret their relationship and place within their own environment.** |
| *Mathematics and Science*<br>AA. Comparing properties<br>CC. Identifying position and direction |
| **2. Children begin to recognize that many different influences shape people's thinking and behavior.** |
| No corresponding items on the *COR* |
| **3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.** |
| No corresponding items on the *COR* |
| **4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.** |
| No corresponding items on the *COR* |
| **5. Children increase their understanding about how basic economic concepts relate to their lives.** |
| No corresponding items on the *COR* |
| **6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.** |
| No corresponding items on the *COR* |
| **EARLY SKILLS IN USING TECHNOLOGY** |
| **1. Children explore and use various types of technology tools.** |
| No corresponding items on the *COR* |
| **2. Children can name various components of computer systems and use various input devices.** |
| No corresponding items on the *COR* |
| **3. Children work cooperatively with others while using technology tools.** |
| No corresponding items on the *COR* |
| **4. Children demonstrate responsible handling of technology equipment.** |
| No corresponding items on the *COR* |

## COR Crosswalk to OSEP Child Outcomes

Note: Draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. They welcome your feedback to staff@the-eco-center.org.

| Outcome 1: Positive social relationships | Outcome 2: Knowledge and skills | Outcome 3: Action to meet needs |
|---|---|---|
| I. Initiative<br>C. Initiating play [social context of play]<br><br>II. Social Relations<br>E. Relating to adults<br>F Relating to other children<br>G. Resolving interpersonal conflict<br>H. Understanding and expressing feelings<br><br>V. Language & Literacy<br>Q. Listening to and understanding speech | III. Creative Representation<br>I. Making and building models<br>J. Drawing and painting pictures<br>K. Pretending<br><br>V. Language & Literacy<br>R. Using vocabulary<br>S. Using complex patterns of speech<br>T. Showing awareness of sounds in words<br>U. Demonstrating knowledge about books<br>V. Using letter names and sounds<br>W. Reading<br>X. Writing | I. Initiative<br>A. Making choices and plans<br>B. Solving problems with materials<br>D. Taking care of personal needs |

| Outcome 1:<br>Positive social relationships | Outcome 2:<br>Knowledge and skills | Outcome 3:<br>Action to meet needs |
|---|---|---|
| | VI. Mathematics & Science<br>Y. Sorting objects<br>Z. Identifying patterns<br>AA. Comparing properties<br>BB. Counting<br>CC. Identifying position and direction<br>DD. Identifying sequence, change, and causality<br>EE. Identifying materials and properties<br>FF. Identifying natural and living things | |

Note: Areas that are not precursor to or components of any of the three outcomes, and therefore not included in the crosswalk, were:

IV. Movement & Music:
- L. Moving in various ways
- M. Moving with objects
- N. Feeling and expressing steady beat
- O. Moving to music
- P. Singing

## COR Score Translation Guidance

See Appendix A.

## Creative Curriculum Developmental Continuum for Ages 3 – 5 (CCDC)

The *Creative Curriculum Developmental Continuum for Ages 3 – 5* is designed for children ages three to five years. Ratings are based on teacher's observations, documentation of their observations, and samples (or portfolios) of children's work. A software package enables programs to aggregate data and generates reports.

The assessment is organized into four Areas of Development:

1. Social /Emotional Development
2. Physical Development
3. Cognitive Development
4. Language Development

Each Area of Development is further subdivided into ten Curriculum Goals, 50 Objectives (items), and three developmental Steps (levels I, II, and III). There is also a Forerunner level for rating children who are not yet at the first step but demonstrate beginning evidence of developing the requisite skills and knowledge.

For example:

**Area of Development:** Language Development
**Curriculum Goal:** Listening and Speaking
**Objective:** 40. Understands and follows oral directions
**Forerunners:**
Associates words with actions, e.g., says "throw" when sees a ball thrown
Follows oral directions when combined with gestures, e.g., "come here" accompanied with gesture

**Levels:**

I. Follows one-step direction, e.g., "Please get a tissue."
II. Follows two-step directions, e.g., "When you get inside, please hang up your coat."
III. Follows directions with more than two steps, e.g., Follows directions to put clay in container, wipe table, and wash hands when activity is finished.

The instrument's administration manual offers guidelines for setting up the observation system, taking and organizing objective observational notes, collecting and maintaining a portfolio for each child, and analyzing the information to arrive at a rating or "profile" for each child. The score sheet allows for three rating periods (checkpoints) per child per program year: Fall, Winter, and Spring. In addition to forms for rating each child, the assessment system provides tools for creating class summaries. Finally, the manual provides an overview of how to use the individual

and classroom ratings to document progress and plan for children and the group as a whole, using the Creative Curriculum for Preschool.

Areas, Goals, and Objectives

## SOCIAL/EMOTIONAL DEVELOPMENT

SENSE OF SELF
1. Shows ability to adjust to new situations
2. Demonstrates appropriate trust in adults
3. Recognizes own feelings and manages them appropriately
4. Stands up for rights

RESPONSIBILITY FOR SELF AND OTHERS
5. Demonstrates self-direction and independence
6. Takes responsibility for own well-being
7. Respects and cares for classroom environment and materials
8. Follows classroom routines
9. Follows classroom rules

PROSOCIAL BEHAVIOR
10. Plays well with other children
11. Recognizes the feelings of others and responds appropriately
12. Shares and respects the rights of others
13. Uses thinking skills to resolve problems

## PHYSICAL DEVELOPMENT

GROSS MOTOR
14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)
15. Shows balance while moving
16. Climbs up and down
17. Pedals and steers a tricycle (or other wheeled vehicle)
18. Demonstrates throwing, kicking, and catching skills

FINE MOTOR
19. Controls small muscles in hands
20. Coordinates eye-hand movement
21. Uses tools for writing and drawing

## COGNITIVE DEVELOPMENT

LEARNING AND PROBLEM SOLVING

22. Observes objects and events with curiosity
23. Approaches problems flexibly
24. Shows persistence in approaching tasks
25. Explores cause and effect
26. Applies knowledge or experience to a new context

LOGICAL THINKING
27. Classifies objects
28. Compares/measures
29. Arranges objects in a series
30. Recognizes patterns and can repeat them
31. Shows awareness of time concepts and sequence
32. Shows awareness of position in space
33. Uses one-to one-correspondence
34. Uses numbers and counting

REPRESENTATION AND SYMBOLIC THINKING
35. Takes on pretend roles and situations
36. Makes believe with objects
37. Makes and interprets representations

LISTENING AND SPEAKING
38. Hears and discriminates the sounds of language
39. Expresses self using words and expanded sentences
40. Understands and follows oral directions
41. Answers questions
42. Asks questions
43. Actively participates in conversations

READING AND WRITING
44. Enjoys and values reading
45. Demonstrates understanding of print concepts
46. Demonstrates knowledge of the alphabet
47. Uses emerging reading skills to make meaning from print
48. Comprehends and interprets meaning from books and other texts
49. Understands the purpose of writing
50. Writes letters and words

## Alignment of the CCDC to the MELE

Note: Michigan Early Learning Expectations are in **boldface**, followed in regular font by the corresponding items on the instrument being aligned.

| APPROACHES TO LEARNING |
|---|
| **1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.** |
| *Social /Emotional Development: Sense of Self*<br>5. Demonstrates self direction and independence<br>*Cognitive Development: Learning and Problem Solving*<br>22. Observes objects and events with curiosity<br>*Language Development: Listening and Speaking*<br>42. Asks questions |
| **2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.** |
| *Cognitive Development: Learning and Problem Solving*<br>23. Approaches problems flexibly<br>24. Shows persistence in approaching tasks |
| **3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.** |
| *Cognitive Development: Representation and Symbolic Thinking*<br>35. Takes on pretend roles and situations<br>36. Makes believe with objects<br>37. Makes and interprets representations |
| **SOCIAL AND EMOTIONAL DEVELOPMENT** |
| **1. Children develop and exhibit a healthy sense of self.** |
| *Social/Emotional Development: Sense of Self*<br>1. Shows ability to adjust to new situations<br>4. Stands up for rights<br>*Social/Emotional Development: Responsibility for Self and Others*<br>6. Takes responsibility for own well-being |
| **2. Children show increasing ability to regulate how they express their emotions.** |
| *Social/Emotional Development: Sense of Self*<br>3. Recognizes own feelings and manages them appropriately |

**3. Children develop healthy relationships with other children and adults.**

*Social/Emotional Development: Sense of Self*

2. Demonstrates appropriate trust in adults
4. Stands up for rights

*Social/ Emotional Development: Prosocial Behavior*

10. Plays well with other children
11. Recognizes the feelings of others and responds appropriately
12. Shares and respects the rights of others
13. Uses thinking skills to resolve conflicts

## INTELLECTUAL DEVELOPMENT

**1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.**

*Cognitive Development: Learning and Problem Solving*

22. Observes objects and events with curiosity

*Cognitive Development: Logical Thinking*

27. Classifies objects
28. Compares/measures
29. Arranges objects in a series
30. Recognizes patterns and can repeat them
31. Shows awareness of time concepts and sequence

**2. Children represent what they understand about the world through actions, objects, and words.**

*Cognitive Development: Representation and Symbolic Thinking*

35. Takes on pretend roles and situations
36. Makes believe with objects
37. Makes and interprets representations

*Language Development: Reading and Writing*

45. Demonstrates understanding of print concepts
49. Understands the purpose of writing
50. Writes letters and words

**3. Children gain, organize, and use information in increasingly complex ways.**

*Cognitive Development: Learning and Problem Solving*

26. Applies knowledge or experience to a new context

*Cognitive Development: Logical Thinking*

28. Compares/measures

*Language Development: Reading and Writing*

48. Comprehends and interprets meaning from books and other texts

**4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.**

*Cognitive Development: Learning and Problem Solving*
23. Approaches problems flexibly
25. Explores cause and effect

**LANGUAGE AND EARLY LITERACY DEVELOPMENT**

**1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.**
**A. In comprehension strategies**
**B. In print and alphabetic knowledge**
**C. In concepts about reading**

*Language Development : Listening and Speaking*

38. Hears and discriminates the sounds of language

*Language Development: Reading and Writing*
44. Enjoys and values reading
45. Demonstrates understanding of print concepts
46. Demonstrates knowledge of the alphabet
47. Uses emerging reading skills to make meaning from print
48. Comprehends and interprets meaning from books and other texts

**2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.**

*Physical Development: Fine Motor*
21. Uses tools for writing and drawing

*Language Development: Reading and Writing*
49. Understands the purpose of writing

*Language Development: Reading and Writing*
50. Writes letters and words

**3. Children develop abilities to express themselves clearly and communicate ideas to others.**

*Social/Emotional Development: Sense of Self*
3. Recognizes own feelings and manages them appropriately

*Cognitive Development: Representation and Symbolic Thinking*
35. Takes on pretend roles and situations

*Language Development: Listening and Speaking*
39. Expresses self using words and expanded sentences
41. Answers questions
42. Asks questions
43. Actively participates in conversation

**4. Children grow in their capacity to use effective listening skills and understand what is said to them.**

*Language Development: Listening and Speaking*
40. Understands and follows oral directions

| |
|---|
| **5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **6. Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.** |
| *Language Development: Listening and Speaking*<br>43. Actively participates in conversations<br>*Language Development: Reading and Writing*<br>44. Enjoys and values reading |
| **7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **CREATIVE DEVELOPMENT** |
| **1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.** |
| *Physical Development: Fine Motor*<br>21. Uses tools for writing and drawing<br>*Cognitive Development: Representation and Symbolic Thinking*<br>37. Makes and interprets representations |
| **2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **3. Children show how they feel, what they think, and what they are learning through movement experiences.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **4. Children show how they feel, what they think, and what they are learning through dramatic play.** |
| *Cognitive Development: Representation and Symbolic Thinking*<br>35. Takes on pretend roles and situations<br>36. Makes believe with objects |
| **5. Children develop rich and rewarding aesthetic lives.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |

| PHYSICAL DEVELOPMENT AND HEALTH |
|---|
| **Physical Development** |
| **1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.** |
| *Physical Development: Gross Motor*<br>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)<br>15. Shows balance while moving<br>16. Climbs up and down<br>17. Pedals and steers a tricycle (or other wheeled vehicle)<br>18. Demonstrates throwing, kicking and catching skills |
| **3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.** |
| *Physical Development: Fine Motor*<br>19. Controls small muscles in hands<br>20. Coordinates eye-hand movement<br>21. Uses tools for writing and drawing<br><br>*Language Development: Reading and Writing*<br>50. Writes letters and words |
| **4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.** |
| *Social/Emotional Development: Prosocial Behavior*<br>10. Plays well with other children<br>12. Shares and respects the rights of others |
| **Health, Safety, and Nutrition** |
| **5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.** |
| *Social./Emotional Development: Responsibility for Self and Others*<br>6. Takes responsibility for own well-being |
| **6. Children recognize that they have a role in preventing accidents or potential emergencies.** |
| *Social./Emotional Development: Responsibility for Self and Others*<br>9. Follows classroom rules |

| |
|---|
| **7. Children become aware of and begin to develop nutritional habits that contribute to good health.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **EARLY LEARNING IN MATHEMATICS** |
| **1. Children begin to develop processes and strategies for solving mathematical problems.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.** |
| *Cognitive Development: Learning and Problem Solving*<br>22. Observes objects and events with curiosity<br>*Cognitive Development: Logical Thinking*<br>27. Classifies objects<br>28. Compares and measures |
| **3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.** |
| *Cognitive Development: Logical Thinking*<br>29. Arranges objects in a series<br>30. Recognizes patterns and can repeat them |
| **4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.** |
| *Cognitive Development: Learning and Problem Solving*<br>22. Observes objects and events with curiosity<br>27. Classifies objects<br>28. Compares and measures |
| **5. Children explore and discover simple ways to measure.** |
| *Cognitive Development: Logical Thinking*<br>28. Compares and measures<br>31. Shows awareness of time concepts and sequence |
| **6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.** |
| *Cognitive Development: Logical Thinking*<br>33. Uses one to one correspondence<br>34. Uses numbers and counting |
| **7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.** |
| *Cognitive Development: Logical Thinking*<br>28. Compares/measures<br>33. Uses one-to-one correspondence<br>34. Uses numbers and counting |

| |
|---|
| **8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.** |
| *Cognitive Development: Logical Thinking*<br>32. Shows awareness of position in space<br>*Cognitive Development: Representation and Symbolic Thinking*<br>37. Makes and interprets representations |
| **EARLY LEARNING IN SCIENCE** |
| **1. Children develop positive attitudes and gain knowledge about science through observation and active play.** |
| *Cognitive Development: Learning and Problem Solving*<br>22. Observes objects and events with curiosity |
| **2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **3. Children show a beginning awareness of scientific knowledge related to the earth.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **EARLY LEARNING IN THE SOCIAL STUDIES** |
| **1. Children begin to understand and interpret their relationship and place within their own environment.** |
| *Cognitive Development: Representation and Symbolic Thinking*<br>35. Takes on pretend roles and situations<br>37. Makes and interprets representations |
| **2. Children begin to recognize that many different influences shape people's thinking and behavior.** |
| *Social/Emotional Development: Prosocial Behavior*<br>11. Recognizes the feelings of others and responds appropriately |
| **3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.** |
| *Cognitive Development: Logical Thinking*<br>31. Shows awareness of time concepts and sequence |
| **4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.** |
| *Social/Emotional Development: Responsibility for Self and Others*<br>9. Follows classroom rules |

| |
|---|
| **5. Children increase their understanding about how basic economic concepts relate to their lives.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.** |
| *Social/Emotional Development: Responsibility for Self and Others*<br>7. Respects and cares for classroom environment and materials |
| **EARLY SKILLS IN USING TECHNOLOGY** |
| **1. Children explore and use various types of technology tools.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **2. Children can name various components of computer systems and use various input devices.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **3. Children work cooperatively with others while using technology tools.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |
| **4. Children demonstrate responsible handling of technology equipment.** |
| No corresponding items on the *Creative Curriculum Developmental Continuum Assessment System* |

## CCDC Crosswalk to OSEP Child Outcomes

Note: This is a preliminary draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. They welcome your feedback to staff@the-eco-center.org.

| **Outcome 1: Positive social relationships** | **Outcome 2: Knowledge and skills** | **Outcome 3: Action to meet needs** |
|---|---|---|
| Sense of self:<br>3. Recognizes feeling and manages appropriately<br><br>Responsibility for self and others:<br>7. Cares for classroom environment<br>8. Follows classroom routines<br>9. Follows classroom rules<br><br>Prosocial behavior:<br>10. Plays well with other children<br>11. Recognizes feeling of others<br>12. Shares and respects rights<br>13. Uses thinking skills to resolve conflicts<br><br>Listening and Speaking:<br>43. Participate in conversations | Learning and problem solving:<br>22. Observes objects and events with curiosity<br>23. Approaches problems flexibly<br>24. Shows persistence in approaching tasks<br>25. Explores cause and effect<br>26. Applies knowledge or experience to a new situation<br><br>Logical thinking:<br>27. Classifies objects<br>28. Compares, measures<br>29. Arranges objects in a series<br>30. Recognizes patterns and can repeat them<br>31. Shows awareness of time and space concepts<br>32. Shows awareness of position in space<br>33. Uses one-to-one correspondence<br>34. Uses numbers and counting | Sense of self:<br>2. Demonstrates appropriate trust in adults<br>4. Stands up for rights<br><br>Responsibility for self and others:<br>5. Demonstrates self direction and independence<br>6. Responsibility for own well-being<br><br>Gross motor:<br>14. Demonstrates basic locomotor skills*<br>15. Shows balance while moving*<br>16. Climbs up and down*<br><br>Fine motor:<br>19. Controls small muscles in hands*<br>20. Coordinates eye-hand movement*<br>21. Uses tools for writing and drawing |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with motor impairments.

| Outcome 1:<br>Positive social relationships | Outcome 2:<br>Knowledge and skills | Outcome 3:<br>Action to meet needs |
|---|---|---|
| | Representation and symbolic thinking:<br>35. Takes on pretend roles<br>36. Makes believe with objects<br>37. Makes and interprets representations<br><br>Listening and speaking:<br>38. Hears and discriminates sounds of language<br>39. Expresses self using words<br>40. Understands and follows oral direction<br>41. Answers questions<br>42. Asks questions<br>43. Participates in conversations<br><br>Reading and writing:<br>44. Enjoys reading<br>45. Demonstrates understanding of print concepts<br>46. Demonstrates knowledge of alphabet<br>47. Uses emerging reading skills to make meaning from print<br>48. Comprehends meaning from books<br>49. Understands purpose of writing<br>50. Writes letters and words | Learning and problem solving:<br>24. Shows persistence in approaching tasks<br><br>Listening and speaking:<br>42. Asks questions |

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with motor impairments.

## CCDC Score Translation Guidance

See Appendix A.

# Learning Assessment Profile – Third Edition (LAP-3)

Sanford, Anne, Zelman, Janet, Hardin, Belinda, and Peisner-Feinberg, Ellen (2004). *Learning Accomplishment Profile Third Edition (LAP-3),* Chapel Hill, NC: Chapel Hill Training Outreach Project, Inc, published by Kaplan Early Learning Company.

The *Learning Accomplishment Profile-Third Edition (LAP-3)* is a criterion-referenced assessment tool that provides a systematic method for observing individual development of children functioning in the 36 to 72 month age range. The *LAP-3* is the culmination of revisions and research designed to improve the quality and usability of the instrument. The purpose of the *LAP-3* is to assess individual skill development in seven domains of development: gross motor, fine motor, pre-writing, cognitive, language, self-help, and personal/social. The *Lap-3's* comprehensive approach to the total development of the young child addresses 383 samples of behavior. The "critical" nature of these items will vary with the individual needs of children.

The developmental domain of *gross motor* has 54 assessed behaviors; *fine motor* has 40 behaviors; *prewriting* has 38; *cognitive* has 87; *language* has 69; *self help* has 50; and *personal/social* has 45 behaviors.

Test administrators first determine the chronological age for a child converted into months then determine the appropriate starting point for each of the seven domains. The starting point is the first item in the same developmental age range as the child's chronological age. Test administrators determine basal and ceiling scores for each of the domains. The *LAP-3* is administered in an individualized setting rather than in a group setting. Although *LAP-3* is a criterion-referenced instrument, care should be taken to follow specified administration guidelines in order to achieve the most accurate results. All users should be trained in appropriate administration procedures and scoring guidelines. The *LAP-3* can be administered at home or in a child center environment. Expect to administer the assessment instrument in multiple sessions, since maximum performance of the child is the goal. The examiner should end a session if the child becomes inattentive or severely distracted, but attempt to complete the domain being administered before ending the session.

Below is a comprehensive list of the *LAP-3* developmental domains and the 383 behaviors. Since scoring occurs at the behavior level, the behaviors that correlate to the each state expectation is listed beneath in the crosswalk.

Behaviors listed in italics are behaviors listed in the *LAP-3* prior to 36 months and were not considered for this crosswalk.

## Developmental Domains and Behaviors

*Gross Motor*

GM 01 Stands alone
GM 02 Walks alone, 3 steps
GM 03 Stoops to pick up toy from floor
GM 04 Seats self in small chair
GM 05 Pushes and pulls large object
GM 06 Walks up and down stairs, hand held
GM 07 Kicks ball while standing still
GM 08 Jumps in place
GM 09 Walks backwards
GM 10 Stand on 1 foot, 1 second
GM 11 Jumps from 8" high object
GM 12 Walks up stairs alternating feet, without assistance
GM 13 Stands with heels together and arms at side
GM 14 Pedals tricycle around wide corners
GM 15 Standing broad jumps 8-1/2"
GM 16 Walks on line
GM 17 Walks on tiptoes
GM 18 Throws ball overhand, 5 feet
GM 19 Catches ball with extended stiff arms
GM 20 Kicks large rolling ball (from standing still position)
GM 21 Stands on 1 foot, 5 seconds
GM 22 Walks on circular line
GM 23 Walks forward heel-to-toe
GM 24 Climbs ladders of playground equipment
GM 25 Throws ball overhand, 10 feet
GM 26 Hops on 1 foot
GM 27 Walks up and down stairs alternating feet, without assistance
GM 28 Skips on 1 foot (gallops) forward
GM 29 Pedals tricycle around obstacles and sharp corners
GM 30 Catches ball with arms bent at elbows
GM 31 Hangs from bar
GM 32 Marches rhythmically to music
GM 33 Touches toes with both hands
GM 34 Stands on tiptoes with hands on hips
GM 35 Stands on 1 foot with arms folded across chest
GM 36 Stands on each foot alternately
GM 37 Catches bounced ball
GM 38 Walks up and kicks ball
GM 39 Jumps backwards
GM 40 Jumps over yardstick
GM 41 Runs 35-yard dash
GM 42 Running broad jumps
GM 43 Swings each leg separately back and forth

GM 44 Hops forward on each foot separately
GM 45 Skips on alternate feet
GM 46 Stands on each foot alternately with eyes closed
GM 47 Walks backwards heel-to-toe
GM 48 Jumps and turns
GM 49 Bounces ball with 1 hand and catches with 2 hands
GM 50 Pulls up and holds chin above overhead bar
GM 51 Catches ball with 1 hand
GM 52 Throws small ball at target
GM 53 Standing broad jumps, 38”
GM 54 Jumps rope

*Fine Motor*

FM 01 Beats 2 spoons together
FM 02 Places 1 cube in cup
FM 03 Builds tower of 3-4 cubes
FM 04 Pounds, squeezes and pulls clay
FM 05 Unscrews lid of bottle
FM 06 Turns pages of book singly
FM 07 Strings 1” beads
FM 08 Turns handle of eggbeater
FM 09 Folds and creases paper
FM 10 Makes flat round “cake” out of clay
FM 11 Puts 6 pegs in peg board
FM 12 Weaves string randomly through holes in sewing board
FM 13 Closes fist and wiggles thumb, right and left
FM 14 Picks up small objects with tongs
FM 15 Builds tower of 10 cubes
FM 16 Cuts paper with scissors
FM 17 Imitates building “bridge” with cubes
FM 18 Rolls “snake” from clay
FM 19 Makes ball out of clay
FM 20 Winds up toy
FM 21 Strings 1/2'” beads
FM 22 Places small objects in bottle
FM 23 Spreads fingers on 1 hand and brings thumb into opposition with each finger in turn
FM 24 Punches individual computer keys
FM 25 Cuts line with scissors
FM 26 Imitates building “gate” with cubes
FM 27 Uses pencil sharpener
FM 28 Winds thread on spool
FM 29 Puts paper clips on papers
FM 30 Folds and creases paper horizontally and vertically
FM 31 Crumples tissue paper into ball with 1 hand
FM 32 Cuts square with scissors
FM 33 Inserts pre-folded material into envelope

FM 34 Makes recognizable objects out of clay
FM 35 Folds and creases paper horizontally, vertically, and diagonally
FM 36 Ties knot
FM 37 Builds 4 steps with 10 small blocks from model
FM 38 Punches hole in paper with handheld paper punch
FM 39 Cuts out horse picture
FM 40 Builds structure with blocks

*Pre-writing*

PW 01 Marks with pencil, marker, or crayon
PW 02 Scribbles spontaneously
PW 03 Imitates vertical line
PW 04 Imitates horizontal line
PW 05 Imitate circular stroke
PW 06 Finger-paints using whole hand
PW 07 Holds pencil with thumb and fingers instead of fist
PW 08 Paints lines, dots, circular shapes
PW 09 Copies circles
PW 10 Imitates H stroke
PW 11 Imitates cross
PW 12 Holds paper in place with other hand while writing or drawing
PW 13 Finger-paints using fingers and whole hand
PW 14 Paints unrecognizable "pictures"
PW 15 Traces diamond-shaped pathway
PW 16 Uses a variety of tools to write and draw
PW 17 Finger-paints using fingers, hand, and arms
PW 18 Holds paint brush with thumb and fingers instead of fist
PW 19 Copies cross
PW 20 Draws person with 2 body parts
PW 21 Copies H
PW 22 Copies T
PW 23 Copies square
PW 24 Copies simple word
PW 25 Prints any 2 letters without model
PW 26 Copies V
PW 27 Draws recognizable person with 6 distinct body parts
PW 28 Copies first name
PW 29 Paints recognizable picture
PW 30 Uses a variety of tolls for writing letters or numerals
PW 31 Copies triangle
PW 32 Draws simple house
PW 33 Prints first name
PW 34 Copies rectangle with diagonals
PW 35 Writes numerals 1-9
PW 36 Prints first and last name
PW 37 Writes numerals 1-19
PW 38 Copies diamond

*Cognitive*

C 01 Removes lid box to find hidden toy
C 02 Attains toy with stick
C 03 Places "all" blocks in a cup
C 04 Pulls mat to get object
C 05 Completes 3-piece formboard
C 06 Gives object similar to a familiar sample
C 07 Repeats 2 digits
C 08 Gives 1 object
C 09 Points to big object
C 10 Responds to concepts of empty and full
C 11 Sorts cubes of 2 different colors
C 12 Points to little object
C 13 Counts by rote to 3
C 14 Matches 4 colors
C 15 Points to circle
C 16 Repeats 3 digits
C 17 Adapts to formboard reversal
C 18 Gives both objects
C 19 Gives 2 objects
C 20 Responds to concepts of long and short
C 21 Gives heavy object
C 22 Names 4 colors
C 23 Classifies pictures by pointing
C 24 Matches sets of cubes
C 25 Completes 3-piece puzzle
C 26 Counts 3 objects
C 27 Matches related pictures
C 28 Points to picture of tall object
C 29 Points to pictures of daytime and nighttime
C 30 Points to rough and smooth textures
C 31 Points to different object
C 32 Discriminates verbal absurdities by answering questions
C 33 Points to hard and soft textures
C 34 Counts by rote to 10
C 35 Names missing object
C 36 Verbalizes understanding of motion for 3 different items
C 37 Completes 6-piece puzzle (non-inset type)
C 38 Place rings on stack toy according to size
C 39 Repeats 4 digits
C 40 Gives 3 objects on request
C 41 Counts 4 objects
C 42 Names 8 colors
C 43 Names the consequence for 2 actions
C 44 Points to triangle
C 45 Points to square

C 46 Names numerals 1-3
C 47 Tells use of senses
C 48 Names familiar melody
C 49 Names the cause for 3 given events
C 50 Imitates tapping pattern
C 51 Points to sets with more
C 52 Points to picture of first in line
C 53 Matches numerals 1-10
C 54 Points to sets with less
C 55 Points to rectangle
C 56 Counts 10 objects
C 57 Names and tells use of clock
C 58 Points to picture of last in line
C 59 Measures paper with non-standard unit
C 60 Completes bead patterns
C 61 Predicts and tests hypothesis
C 62 Counts by rote to 20
C 63 Points to middle object
C 64 Arranges shapes in order from smallest to largest
C 65 Describes the weather
C 66 Names numerals 1-9
C 67 Tells numbers that follow 8, 3, 6, 9
C 68 Names and tells use of calendar
C 69 Tells number of halves in whole
C 70 Matches picture sets 1-3 with numerals
C 71 Place numerals 1-5 in correct sequence
C 72 Counts 20 objects
C 73 Gives 7, 6, 8, 10 objects
C 74 Counts by rote to 30
C 75 Names numerals 1-19
C 76 Verbalizes understanding of 1 season
C 77 Tells correct number of fingers on separate hands and both hands together
C 78 Draws logical conclusion from experiment
C 79 Adds number within 5
C 80 Points to left and right sides of body
C 81 Subtracts numbers within 5
C 82 Names 7 days of the week
C 83 Dials/Punches a written telephone number
C 84 Tells time on the hour
C 85 Tells similarities and differences
C 86 Follows right and left double directions
C 87 Names 4 coins

*Language*

L 01 Says 2 words besides "ma-ma" and "da-da"
L 02 Names 1 object

L 03 Follows 1-step directions
L 04 Points to pictures in book
L 05 Speaks in 2-word sentences
L 06 Points to 5 pictures of common objects
L 07 Points to 4 body parts
L 08 Names 3 pictures of common objects
L 09 Points to pictured object by use
L 10 Points to 3 pictures of common actions
L 11 Speaks in 3-word sentences
L 12 Uses regular plurals
L 13 Points to 10 pictures of common objects
L 14 Names 3 pictures of common objects
L 15 Answers 1 question regarding physical needs
L 16 Speaks "intelligibly" (articulates familiar words)
L 17 Names 8 pictures of common objects
L 18 Asks how, why, where, when, and what questions
L 19 Listens "attentively" to stories
L 20 Uses personal pronouns – I, you, me
L 21 Says (or sings) words to nursery rhyme or song
L 22 Delivers 1-part verbal message
L 23 Follows 2-step directions in proper sequence
L 24 Names 10 pictures of common objects
L 25 Demonstrates understanding of 3 prepositions by placing cube
L 26 Points to 8 body parts
L 27 Responds to how and where questions
L 28 Answers what-if questions
L 29 Shows front of book
L 30 Pantomimes definitions of words
L 31 Discriminates letters
L 32 Discriminates is and is not by pointing to objects
L 33 Points to where reader begins in book
L 34 Demonstrates understanding of 4 prepositions by placing cube
L 35 Tells name of 2 printed letters
L 36 Uses prepositions
L 37 Selects 4 (out of 5) pictures related to a sentence read aloud
L 38 Tells use of objects
L 39 Answers 3 questions regarding physical needs
L 40 Repeats 12-syllable sentence
L 41 Gives account of recent experiences in order of occurrence
L 42 "Reads" favorite books independently
L 43 Tells opposites
L 44 Tells name of printed letters in own name
L 45 Discriminates printed words
L 46 Participates in sustained conversations with peers
L 47 Uses compound sentences
L 48 Tells what common things are made of
L 49 Reads 2 common words from familiar environment (e.g., signs, labels)

L 50 Tells definition of concrete nouns
L 51 Names source of 15 actions
L 52 Tells a story using picture book
L 53 "Reads" books with friends during play
L 54 Follows 3-step directions in proper sequence
L 55 Delivers 2-part verbal message
L 56 Tells name of 10 printed letters
L 57 Points to picture print material by use
L 58 Points to title of book
L 59 Rhymes words
L 60 Tells beginning sounds
L 61 Arranges picture story in sequential order
L 62 Tells name of 26 capital letters
L 63 Tells beginning sounds of printed words
L 64 Identifies similar beginning sounds
L 65 Identifies author of book
L 66 Discriminates words from nonsense syllables
L 67 Tells a story without using pictures
L 68 Reads 5 printed words
L 69 Identifies similar ending sounds

*Self-Help*

SH 01 Finger feeds self for part of meal
SH 02 Pulls off socks
SH 03 Shows wet or soiled pants
SH 04 Drinks from cup/glass
SH 05 Uses toilet when taken by adult
SH 06 Asks for food, drink, or toilet when needed
SH 07 Feeds self with spoon (held with fist)
SH 08 Removes coat
SH 09 Dries own hands
SH 10 Puts on coat
SH 11 Feeds self with ford (held with fist)
SH 12 Holds cup/glass when drinking with one hand
SH 13 Wipes nose with tissue
SH 14 Turns faucet on and off
SH 15 Turns door knob and open door
SH 16 Brushes teeth with assistance
SH 17 Gets drink of water
SH 18 Undresses completely with assistance
SH 19 Demonstrates caution and avoids potentially harmful objects or activities
SH 20 Pours from pitcher
SH 21 Puts on shoes (often on incorrect feet)
SH 22 Unties and removes shoes
SH 23 Walks to classroom from bus/play area following adult
SH 24 Washes and dries hands

SH 25 Flushes toilet after toileting
SH 26 Goes to toilet alone
SH 27 Feeds self with spoon or fork (held with fingers)
SH 28 Places paper towel into waste basket after use
SH 29 Unbutton front buttons
SH 30 Puts on pull-up garment
SH 31 Puts on smooch
SH 32 Zips up non-separating front-zipper
SH 33 Buttons front buttons
SH 34 Puts on shoes (on correct feet(
SH 35 Dresses completely without assistance
SH 36 Brushes teeth without assistance
SH 37 Blows nose
SH 38 Rinses mouth after brushing teeth
SH 39 Washes and dries face
SH 40 Inserts belt in loops
SH 41 Zips separating front zipper
SH 42 Spreads food with table knife
SH 43 Answers questions involving personal safety (e.g., fire, traffic/pedestrian safety)
SH 44 Undresses and dresses completely without assistance
SH 45 Laces shoes
SH 46 Fastens own seatbelt
SH 47 Bathes self with assistance
SH 48 Brushes or combs hair
SH 49 Cuts food with table knife and fork
SH 50 Ties shoe laces

*Personal/Social*

PS 01 Gives toy to adult upon request
PS 02 Imitates household activities (e.g., housework, cooking, using computers)
PS 03 Plays beside other children (parallel play)
PS 04 Pulls person to show achievements
PS 05 Follows directions for some routine activities
PS 06 Refers to self by name
PS 07 Initiates own play activities
PS 08 Interacts with familiar adults
PS 09 Tells first name
PS 10 Indicates preferences in peer interactions
PS 11 Plays simple group games
PS 12 Tells age
PS 13 Puts toys away with supervision
PS 14 Initiates interactions with familiar adults
PS 15 Tells gender
PS 16 Responds to initial greeting by adult
PS 17 Shares toys

PS 18 Expresses displeasure verbally rather than physically
PS 19 Takes turns
PS 20 Separates from parents easily
PS 21 Plays with other children (associative play)
PS 22 Tells full name
PS 23 Calls attention to own performance
PS 24 Plays cooperatively with other children
PS 25 Participates in dramatic make-believe play
PS 26 Tells names of siblings
PS 27 Follows classroom rules
PS 28 Asks permission to use items belonging to other people
PS 29 Names 2 emotions
PS 30 Sympathizes with peers who are upset or hurt
PS 31 Expresses own feelings verbally
PS 32 Puts toys away without supervision
PS 33 Perform for others
PS 34 Assists peers in need
PS 35 Responds positively to accomplishments of peers
PS 36 Chooses own friends
PS 37 Engages in exchange of ideas with peers
PS 38 Helps adult with simple tasks
PS 39 Plays simple competitive table games
PS 40 Goes on errands outside classroom
PS 41 Tells birthday (month and day)
PS 42 Works in small groups
PS 43 Dances a pattern in a group
PS 44 Shows understanding and respect for individual differences
PS 45 Tells complete address

## Alignment of the LAP-3 to the MELE

Note: Michigan Early Learning Expectations are in **boldface**, followed in regular font by the corresponding items on the instrument being aligned.

| ***Alignment of the Michigan Early Learning Expectations with the LAP-3*** |
|---|
| **APPROACHES TO LEARNING** |
| **1. Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.** |
| *Language*<br>L 18 Asks how, why, where, why, and what questions |
| **2. Children show increasing engagement and persistence in their work and play in all areas of the curriculum.** |
| No corresponding behaviors on the *LAP-3* |
| **3. Children show increasing invention and imagination in their work and play in all areas of the curriculum.** |
| *Personal/Social*<br>PS 25 Cooperates in dramatic make-believe play |
| **SOCIAL AND EMOTIONAL DEVELOPMENT** |
| **1. Children develop and exhibit a healthy sense of self.** |
| *Language*<br>L 20 Uses personal pronouns – I, you, me |
| *Personal/Social*<br>PS 20 Separates from parent easily<br>PS 22 Tells full name<br>PS 23 Calls attention to own performance<br>PS 33 Performs for others<br>PS 41 Tells birthday (month/day) |
| **2. Children show increasing ability to regulate how they express their emotions.** |
| *Personal/Social*<br>PS 18 Expresses displeasure verbally rather than physically<br>PS 20 Separates from parent easily<br>PS 31 Expresses own feelings verbally |
| **3. Children develop healthy relationships with other children and adults.** |

| |
|---|
| *Personal and Social* |
| PS 11 Plays simple group games |
| PS 14 Initiates interactions with familiar adults |
| PS 16 Responds to initial greeting by adult |
| PS 17 Shares toys |
| PS 19 Takes turns |
| PS 21 Plays with other children (associative play) |
| PS 24 Plays cooperatively with other children |
| PS 28 Asks permission to use items belonging to other people |
| PS 30 Sympathizes with peers who are upset or hurt |
| PS 34 Assists peers in need |
| PS 36 Chooses own friends |
| PS 44 Shows understanding and respect for individual differences |
| **INTELLECTUAL DEVELOPMENT** |
| **1. Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.** |
| *Cognitive* |
| C 09 Points to big object |
| C 10 Responds to concepts of empty and full |
| C 11 Sorts cubes of 2 different colors |

*Cognitive*

C 12 Points to little object
C 14 Matches 4 colors
C 15 Points to circle
C 16 Repeats 3 digits
C 18 Gives both objects
C 19 Gives 2 objects
C 20 Responds to concepts of long and short
C 21 Gives heavy object
C 23 Classifies pictures by pointing
C 24 Matches sets of cubes
C 25 Completes 3-piece puzzle
C 26 Counts 3 objects
C 27 Matches related pictures
C 28 Points to picture of tall object
C 29 Points to pictures of daytime and nighttime
C 30 Points to rough and smooth textures
C 31 Points to different object
C 32 Discriminates verbal absurdities by answering questions
C 34 Counts by rote to 10
C 35 Names missing object
C 36 Verbalizes understanding of motion for 3 different items
C 37 Completes 6-piece puzzle (non-inset type)
C 38 Place rings on stack toy according to size
C 39 Repeats 4 digits
C 40 Gives 3 objects on request
C 41 Counts 4 objects
C 42 Names 8 colors
C 44 Points to triangle
C 45 Points to square
C 46 Names numerals 1-3
C 47 Tells use of senses
C 49 Names the cause for 3 given events
C 50 Imitates tapping pattern

| **2. Children represent what they understand about the world through actions, objects, and words.** |
|---|
| *Language*<br>L 23 Follows 2-step direction in proper sequence<br>L 27 Responds to how and where questions<br>L 54 Follows 3-step direction in proper sequence<br>*Self Help*<br>SH 19 Demonstrates caution and avoids potentially harmful objects or activities<br>SH 43 Answers questions involving personal safety (e.g., fire, traffic/pedestrian safety)<br>*Personal/Social*<br>PS 12 Tells age<br>PS 15 Tells gender<br>PS 22 Tells full name<br>PS 26 Tells name of siblings<br>PS 35 Responds positively to accomplishments of peers<br>PS 41 Tells birthday (month/day)<br>PS 45 Tells complete address |
| **3. Children gain, organize, and use information in increasingly complex ways.** |
| *Cognitive*<br>36 Discriminates verbal absurdities by answering questions<br>43 Names the consequence for 2 actions<br>49 Names the cause for 3 given events<br>61 Predicts and tests hypothesis<br>65 Describes the weather<br>78 Draws logical conclusion from experiment<br>85 Tells similarities and differences |
| **4. Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.** |
| *Cognitive*<br>C 37 Completes 6-piece puzzle (non-inset type)<br>C 38 Places rings on stack toy according to size<br>C 59 Measures paper with non-standard unit<br>C 61 Predicts and tests hypothesis |

| LANGUAGE AND EARLY LITERACY DEVELOPMENT |
|---|
| **1. Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.**<br>**A. In comprehension strategies**<br>**B. In print and alphabetic knowledge**<br>**C. In concepts about reading** |
| *Language*<br>L 19 Listens "attentively" to stories<br>L 27 Responds to *how* and *where* questions<br>L 28 Answers *what if* questions<br>L 29 Shows front of book<br>L 31 Discriminates letters<br>L 32 Discriminates *is* and *is not* by pointing to objects<br>L 33 Points to where reader begins in book<br>L 35 Tells name of 2 printed letters<br>L 41 Gives account of recent experiences in order of occurrence<br>L 42 "Reads" favorite books independently<br>L 44 Tells name of printed letters in own name<br>L 45 Discriminates printed words<br>L 49 Reads 2 common words from familiar environment (e.g., signs, labels)<br>L 52 Tells a story using a picture book<br>L 53 "Reads" books with friends during play<br>L 56 Tells name of 10 printed letters<br>L 58 Points to the title of book<br>L 62 Tells beginning sounds of printed words<br>L 65 Identifies author of book<br>L 67 Tells a story without using pictures |
| **2. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.** |
| Pre-writing<br>PW 9 Copies circle<br>PW 10 Imitates H stroke<br>PW 11 Imitates cross<br>PW 15 Traces diamond-shaped pathway<br>PW 16 Uses a variety of tools to write and draw |

Pre-writing

PW 18 Holds paint brush with thumb and fingers instead of fist

PW 19 Copies cross

PW 20 Draws person with 2 body parts

PW 21 Copies H

PW 22 Copies T

PW 23 Copies square

PW 24 Copies simple word

PW 25 Prints any 2 letters without model

PW 26 Copies V

PW 27 Draws recognizable person with 6 distinct body parts

PW 28 Copies first name

PW 29 Paints recognizable picture

PW 30 Uses a variety of tools for writing letters or numerals

PW 31 Copies triangle

PW 32 Draws simple house

PW 33 Prints first name

PW 34 Copies rectangle with diagonals

PW 35 Writes numerals 1-9

PW 36 Prints first and last name

PW 37 Write numerals 1-19

PW 38 Copies diamond

**3. Children develop abilities to express themselves clearly and communicate ideas to others.**

*Language*

L 15 Answers 1 question regarding physical needs

L 16 Speaks "intelligibly" (articulates familiar words)

L 18 Asks how, why, where, when, and what questions

L 22 Delivers 1 – part verbal message

L 27 Responds to *how* and *where* questions

L 28 Answers *what-if* questions

L 30 Pantomimes definitions of words

L46 Participates in sustained conversations with peers

| |
|---|
| *Language*<br>L 47 Uses compound sentences<br>L 55 Delivers 2-part verbal message<br>L 67 Tells a story without using pictures |
| **4. Children grow in their capacity to use effective listening skills and understand what is said to them.** |
| *Language*<br>L 13 Points to 10 pictures of common objects<br>L 14 Names 3 pictures of common actions<br>L 15 Answers 1 question regarding physical needs<br>L 17 Names 8 picture of common objects<br>L 23 Follows 2-step directions in proper sequence<br>L 24 Names 10 pictures of common objects<br>L 25 Demonstrates understanding of 3 prepositions by placing cube<br>L 26 Points to 8 body parts<br>L 27 Responds to *how* and *where* questions<br>L 28 Answers *what-if* questions<br>L 34 Demonstrates understanding of 4 prepositions by placing cube<br>L 37 Selects 4 (out of 5) pictures related to a sentence read aloud<br>L 38 Tells use of objects<br>L 39 Answers 3 questions regarding physical needs<br>L 40 Repeats 12 syllable sentence<br>L 41 Gives account of recent experiences in order of occurrence<br>L 54 Follows 3-step directions in proper sequence<br>L 61 Arranges picture story in sequential order<br>L 66 Discriminates words from *nonsense* syllables |
| **5. Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.** |
| No corresponding behaviors on the *LAP-3* |
| **6. Children develop positive attitudes about themselves as literate beings--as readers, writers, speakers, viewers, and listeners.** |
| No corresponding behaviors on the *LAP-3* |
| **7. Children begin to understand that communication is diverse and that people communicate in a variety of ways.** |
| No corresponding behaviors on the *LAP-3* |

| CREATIVE DEVELOPMENT |
|---|
| **1. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.** |
| *Fine Motor*<br>FM 34 Makes recognizable objects out of clay<br>*Pre-writing*<br>PW 20 Draws person with 2 body parts<br>PW 27 Draws recognizable person with 6 distinct body parts<br>PW 29 Paints recognizable picture<br>PW 32 Draws simple house |
| **2. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.** |
| *Language*<br>L 21 Says (or sings) words to nursery rhyme or song |
| **3. Children show how they feel, what they think, and what they are learning through movement experiences.** |
| No corresponding behaviors on the *LAP-3* |
| **4. Children show how they feel, what they think, and what they are learning through dramatic play.** |
| *Personal/Social*<br>PS 25 Participates in dramatic make-believe play |
| **5. Children develop rich and rewarding aesthetic lives.** |
| No corresponding behaviors on the *LAP-3* |
| **PHYSICAL DEVELOPMENT AND HEALTH** |
| **Physical Development** |
| **1. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.** |
| *Cognitive*<br>C 50 Imitates tapping pattern |
| **2. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.** |

*Gross Motor*

GM 10 Stands on 1 foot, 1 second
GM 11 Jumps from 8” high object
GM 12 Walks up stairs alternating feet, without assistance
GM 13 Stands with heels together and arms at side
GM 14 Pedals tricycle around wide corners
GM 15 Standing broad jumps, 8-1/2”
GM 16 Walks on line
GM 17 Walks on tiptoes
GM 18 Throws ball overhand, 5 feet
GM 19 Catches ball with extended stiff arms
GM 20 Kicks large rolling ball (from standing still position)
GM 21 Stands on 1 foot, 5 seconds
GM 22 Walks on circular line
GM 23 Walks forward heel-to-toe
GM 24 Climbs ladders of playground equipment
GM 25 Throws ball overhand, 10 feet
GM 26 Hops on 1 foot
GM 27 Walks up and down stairs alternating feet, without assistance
GM 28 Skips on 1 foot (gallops) forward
GM 29 Pedals tricycle around obstacles and sharp corners
GM 30 Catches ball with arms bent at elbows
GM 31 Hangs from bar
GM 32 Marches rhythmically to music
GM 33 Touches toes with both hands
GM 34 Stands on tiptoes with hands on hips
GM 35 Stands on 1 foot with arms folded across chest
GM 36 Stands on each foot alternately
GM 37 Catches bounced ball
GM 38 Walks up and kicks ball
GM 39 Jumps backward
GM 40 Jumps over yardstick
GM 41 Runs 35-yard dash
GM 42 Running broad jumps
GM 43 Swings each leg separately back and forth
GM 44 Hops forward on each foot separately
GM 45 Skips on alternate feet

*Gross Motor*

GM 46 Stands on each foot alternately with eyes closed

GM 47 Walks backward heel-to-toe

GM 48 Jumps and turns

GM 49 Bounces ball with 1 hand and catches with 2 hands

GM 50 Pulls up and holds chin above overhead bar

GM 51 Catches ball with 1 hand

GM 52 Throws ball with 1 hand

GM 53 Standing broad jumps, 38”

GM 54 Jumps rope

**3. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.**

*Fine Motor*

FM 10 Makes flat round “cake out of clay

FM 11 Puts 6 pegs in pegboard

FM 12 Weaves string randomly through holes in sewing board

FM 13 Closes fist and wiggles thumb, right then left

FM 14 Picks up small objects with tongs

FM 15 Builds tower with 10 cubes

FM 16 Cuts paper with scissors

FM 17 Imitates building “bridge” with cubes

FM 18 Rolls “snakes” from clay

FM 19 Makes ball out of clay

FM 20 Winds up toy

FM 21 Strings 1/2"

FM 22 Places small objects into bottle

FM 23 Spreads fingers on 1 hand and brings thumb into opposition with each finger in turn

FM 24 Punches individual computer keys

FM 25 Cuts line with scissors

FM 26 Imitates building “gate” with cubes

FM 27 Uses pencil sharpener

FM 28 Winds thread on spool

FM 29 Puts paper clips on papers

FM 30 Folds and creases paper horizontally and vertically

*Fine Motor*

FM 31 Crumples tissue paper into ball with 1 hand

FM 32 Cuts square with scissors

FM 33 Inserts pre-folded material into envelope

FM 34 Makes recognizable objects out of clay

FM 35 Folds and creases paper horizontally, vertically, and diagonally

FM 36 Ties knot

FM 37 Builds 4 step with 10 small blocks from model

FM 38 Punches hole in paper with handheld paper punch

FM 39 Cuts out horse picture

FM 40 Builds structure with blocks

*Pre Writing*

PW 18 Holds paint brush with thumb and fingers instead of fist

PW 30 Using variety of tolls for writing letters and numerals

*Self Help*

SH 11 Feeds self with fork (held with fist)

SH 18 Undresses completely *with* assistance

SH 27 Feeds self with spoon or fork (held with fingers)

SH 29 Unbuttons front buttons

SH 32 Zips non-separating front zipper

SH 33 Buttons front buttons

SH 35 Dresses completely without assistance

SH 40 Inserts belt in loops

SH 41 Zips separating front zipper

SH 44 Undresses and dresses completely *without* assistance

SH 49 Cuts food with table knife and fork

SH 50 Ties shoe laces

**4. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.**

*Personal/Social*

PS 11 Plays simple group games

PS 14 Initiates interactions with familiar adults

PS 17 Shares toys

PS 19 Takes turns

PS 24 Plays cooperatively with other children

| |
|---|
| *Personal/Social*<br>PS 36 Chooses own friends<br>PS 37 Engages in exchange of ideas with peers<br>PS 39 Plays simple competitive table games<br>PS 42 Works in small groups |
| **Health, Safety, and Nutrition** |
| **5. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.** |
| *Self-Help*<br>SH 11 Feeds self with fork<br>SH 13 Wipes nose with tissue<br>SH 16 Brushes teeth with assistance<br>SH 17 Gets drink of water<br>SH 24 Washes and dries hands<br>SH 26 Goes to toilet alone<br>SH 27 Feeds self with spoon or fork<br>SH 36 Brushes teeth *without* assistance<br>SH 37 Blows nose<br>SH 39 Washes and dries face |
| **6. Children recognize that they have a role in preventing accidents or potential emergencies.** |
| *Self Help*<br>SH 19 Demonstrates caution and avoids potentially harmful objects and activities |
| **7. Children become aware of and begin to develop nutritional habits that contribute to good health.** |
| No corresponding behaviors on the *LAP-3* |
| **EARLY LEARNING IN MATHEMATICS** |
| **1. Children begin to develop processes and strategies for solving mathematical problems.** |
| *Language*<br>L 32 Discriminates *is* and *is not* by pointing to objects<br>*Cognitive*<br>C 51 Points to set with *more*<br>C 61 Predicts and tests hypothesis<br>C 78 Draws logical conclusion from experiment |

| **2. Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.** |
|---|
| *Cognitive* |
| C 9 Points to *big* object |
| C 10 Responds to concepts *empty* and *full* |
| C 11 Sorts cubes of 2 different colors |
| C 12 Points to *little* object |
| C 14 Matches 4 colors |
| C 15 Points to circle |
| C 20 Responds to concepts of *long* and *short* |
| C 21 Gives *heavy* object |
| C 22 Names 4 colors |
| C 23 Classifies pictures by pointing |
| C 24 Matches sets of cubes |
| C 27 Matches related pictures |
| C 28 Points to picture of *tall* object |
| C 29 Points to picture of daytime and nighttime |
| C 30 Points to *rough* and *smooth* textures |
| C 31 Points to *different* object |
| C 33 Points to *hard* and *soft* textures |
| C 42 Names 8 colors |
| C 44 Points to triangle |
| C 45 Points to square |
| C 55 Points to rectangle |
| C 64 Arranges shapes in order from *smallest* to *largest* |
| C 85 Tells similarities and differences |
| C 87 Names 4 coins |
| **3. Children begin to develop the ability to seek out and to recognize patterns in everyday life.** |
| *Cognitive* |
| C 60 Completes bead patterns |
| C 68 Names and tells use of calendar |
| C 76 Verbalizes understanding of 1 season |

| |
|---|
| **4. Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.** |
| *Cognitive*<br>C 85 Tells similarities and differences |
| **5. Children explore and discover simple ways to measure.** |
| *Cognitive*<br>C 59 Measures paper with non-standard unit |
| **6. Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.** |
| No corresponding behaviors on the *LAP-3* |
| **7. Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.** |
| *Cognitive*<br>C 51 Points to sets with *more*<br>C 54 Points to sets with *less*<br>C 56 Counts 10 objects<br>C 73 Give 7, 6, 8, 10 objects |
| **8. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.** |
| *Cognitive*<br>C 17 Adapts to formboard reversal |
| **EARLY LEARNING IN SCIENCE** |
| **1. Children develop positive attitudes and gain knowledge about science through observation and active play.** |
| *Cognitive*<br>C 47 Tells use of senses<br>C 65 Describes the weather<br>C 68 Names and tells use of calendar<br>C 76 Verbalizes understanding of 1 season |
| **2. Children show a beginning awareness of scientific knowledge related to living and nonliving things.** |
| No corresponding behaviors on the *LAP-3* |

| |
|---|
| **3. Children show a beginning awareness of scientific knowledge related to the earth.** |
| No corresponding behaviors on the *LAP-3* |
| **EARLY LEARNING IN THE SOCIAL STUDIES** |
| **1. Children begin to understand and interpret their relationship and place within their own environment.** |
| No corresponding behaviors on the *LAP-3* |
| **2. Children begin to recognize that many different influences shape people's thinking and behavior.** |
| No corresponding behaviors on the *LAP-3* |
| **3. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.** |
| *Language*<br>L 23 Follows 2-step directions in proper sequence<br>L 41 Gives account of recent experiences in order of occurrence<br>L 54 Follows 3-step directions in proper sequence |
| **4. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.** |
| *Personal/Social*<br>PS 28 Asks permission to use items belonging to other people |
| **5. Children increase their understanding about how basic economic concepts relate to their lives.** |
| *Cognitive*<br>C 87 Names 4 coins |
| **6. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.** |
| No corresponding behaviors on the *LAP-3* |
| **EARLY SKILLS IN USING TECHNOLOGY** |
| **1. Children explore and use various types of technology tools.** |
| No corresponding behaviors on the *LAP-3* |

| |
|---|
| **2. Children can name various components of computer systems and use various input devices.** |
| No corresponding behaviors on the *LAP-3* |
| **3. Children work cooperatively with others while using technology tools.** |
| No corresponding behaviors on the *LAP-3* |
| **4. Children demonstrate responsible handling of technology equipment.** |
| No corresponding behaviors on the *LAP-3* |

## LAP-3 Crosswalk to OSEP Child Outcomes

Note: This is a preliminary draft developed by the Early Childhood Outcomes (ECO) Center and revised based on preliminary feedback from users and the tool publisher and/or developers. The draft may be subject to further changes. They welcome your feedback to staff@the-eco-center.org.

| Outcome 1<br>Has positive social relationships | Outcome 2<br>Acquires an uses knowledge and skills | Outcome 3<br>Takes appropriate action to meet needs |
|---|---|---|
| **Language**<br>Item 46:<br>46. Participates in sustained conversations with peers<br><br>**Personal / Social**<br>Items 1-45 (e.g., gives toy to adult upon request, plays beside other children, interacts with familiar adults, plays simple group games, takes turn, follows classroom rules, chooses own friends, helps adult with simple tasks, works in small groups, etc.) | **Fine Motor**<br>Item 6:<br>6. Turns pages of book singly<br><br>**Personal / Social**<br>Items 2, 6, 22, 25, 41, 45:<br>2. Imitates household activities<br>6. Refers to self by name<br>22. Tells full name<br>25. Participates in dramatic make-believe play<br>41. Tells birthday<br>45. Tells address<br><br>**Pre-Writing**<br>Items 1-38 (e.g., marks with pencil, scribbles spontaneously, hold paper in place, draws recognizable person with 6 distinct body parts, prints first and last name, etc.) | **Gross Motor**<br>Items 1-53 (e.g., stands alone, walks on line, touches toes, jumps over yardstick, walks backward, standing broad jump, etc.)*<br><br>**Fine Motor**<br>Items 1-40 (e.g., beat 2 spoons together, turns handle of eggbeater, picks up objects with tongs, winds up toy, string beads, cuts square with scissors, building steps with blocks, etc.)*<br><br>**Self Help**<br>Items 1-50 (e.g., finger feeds self for part of meal, uses toilet when taken by adult, dries own hands, wipes nose with tissue, pours from pitcher, puts on pull-up garment, spreads food with table knife, fastens own seatbelt, etc.) |

*Many of the skills in this area are precursors for functional behaviors. Precursor skills may not be appropriate or expected for some children, including those with sensory or motor impairments.

| Outcome 1<br>Has positive social relationships | Outcome 2<br>Acquires an uses knowledge and skills | Outcome 3<br>Takes appropriate action to meet needs |
|---|---|---|
| | **Cognitive**<br>Items 1-87 (e.g., removes lid from box to find hidden toy, repeats 2 digits, gives 2 objects, matches related pictures, places rings on stack toy according to size, names the cause for 3 given events, counts to rote to 20, draws logical conclusion from experiment, names 4 coins, etc.)<br><br>**Language**<br>Items 1-69 (e.g., names 1 object, points to pictured object by use, points to 10 pictures of common objects, delivers 1-part verbal message, pantomimes definitions of words, tells opposites, tells a story using a picture book, tells beginning sounds, identifies similar ending sounds, etc.) | **Language**<br>Items 15, 39:<br>15. Answers 1 question regarding physical needs<br>39. Answers 3 questions regarding physical needs |

Areas that are not precursor to or components of, any specific outcome were not included in the crosswalk. For this tool, such items included:

**Gross Motor:**

7. Kicks ball
14. Pedals tricycle
18. Throws ball 5'
19. Catches ball
20. Kicks ball
25. Throws ball 10'
25. Hops on 1 foot
26. Hops on 1 foot
28. Skips on 1 foot
29. Pedals tricycle around obstacles
30. Catches ball with arms bent
31. Hangs from bar
32. Marches
37. Catches bounced ball
38. Walks up and kicks ball
45. Skips on alternate feet
49. Bounces ball
50. Pulls up and hold chin above overhead bar
51. Catches ball with 1 hand
52. Throws small ball at target
54. Jumps rope

## LAP-3 Score Translation Guidance

See Appendix A.

# References


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# Appendix A: General Score Translation Guidance

Vendors/developers of the AEPS and CCSPN have suggested that users refer to the following decision tree when translating scores on their tool into the 7 – point scale.

Users of the full BDI-2, BDI-2 Screener, IED-II, COR, CCDC, and LAP-3 should refer to supporting documentation and services provided by the vendor/developer for each tool and can also use the decision tree below if it is deemed useful.

As additional help with the process of using the decision tree, MDE has provided the following age in months bench marks for interpreting the meaning of the terms much younger child, younger child, and slightly younger child found in the definitions of the 7 – point scale.

**Summary Form Guidelines**
For 3 year olds:

| Rating | Amount of Delay | Approximate Functional Age |
|---|---|---|
| 1 | 18 months or greater delay | 18 months or younger |
| 2 | 16-17 months | 20-19 months |
| 3 | 13-15 months | 23-21 months |
| 4 | 10-12 months | 26-24 months |
| 5 | 7-9 months | 29-27 months |
| 6 | 4-6 months | 32-30 months |
| 7 | 0-3 months | 36-33 months |

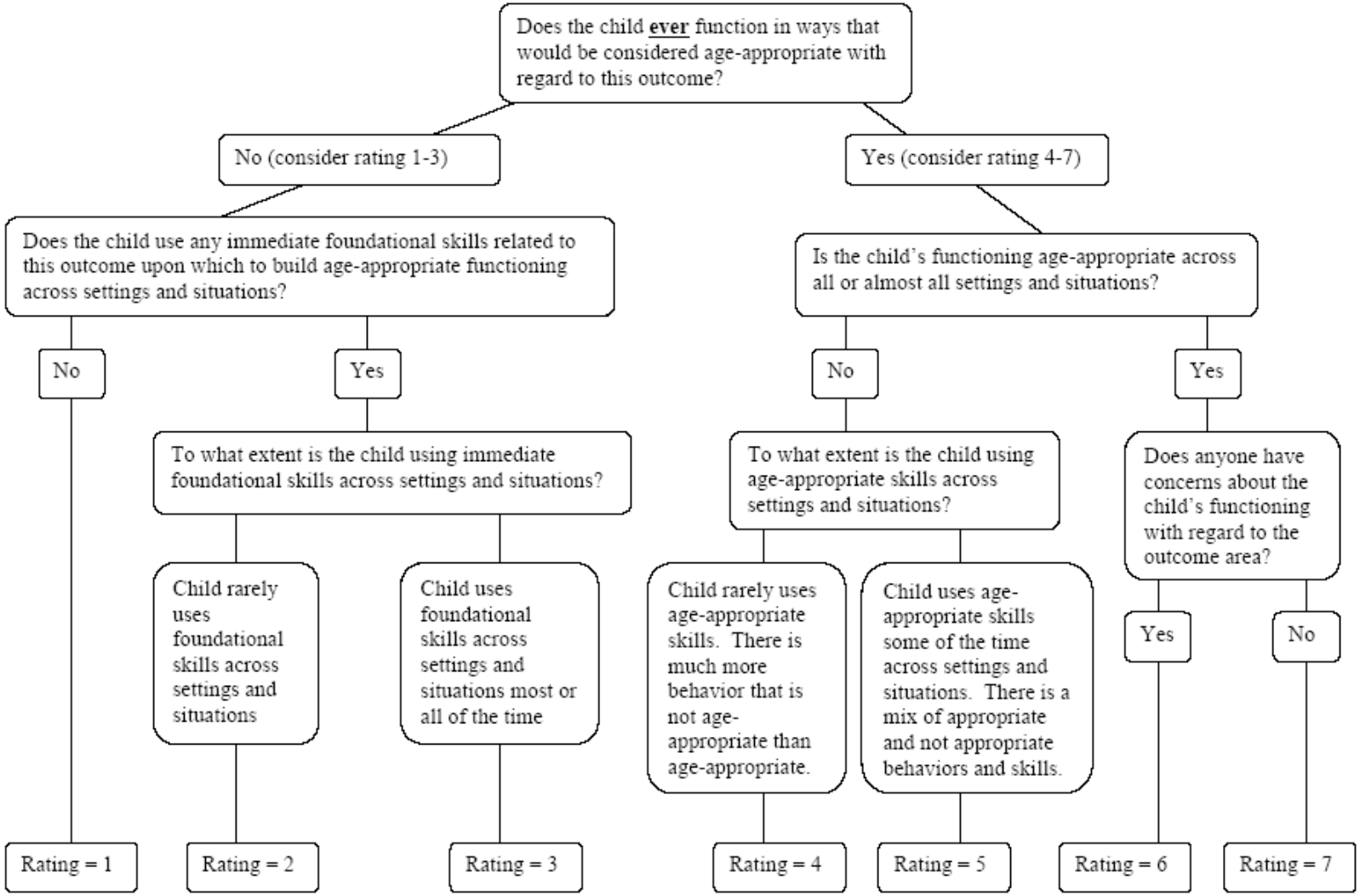
For 4 year olds:

| Rating | Amount of Delay | Approximate Functional Age |
|---|---|---|
| 1 | 22 months or greater delay | 26 months or younger |
| 2 | 19-21 months | 29-27 months |
| 3 | 17-18 months | 31-30 months |
| 4 | 14-16 months | 34-32 months |
| 5 | 10-13 months | 38-35 months |
| 6 | 7-9 months | 41-39 months |
| 7 | 0-6 months | 48-42 months |

For 5 year olds:

| Rating | Amount of Delay | Approximate Functional Age |
|---|---|---|
| 1 | 24 months or greater delay | 36 months or younger |
| 2 | 21-23 months | 39-37 months |
| 3 | 18-20 months | 42-40 months |
| 4 | 14-17 months | 46-43 months |
| 5 | 10-13 months | 50-47 months |
| 6 | 7-9 months | 53-51 months |
| 7 | 0-6 months | 60-54 months |

# Decision Tree for Summary Rating Discussions




The Early Childhood Outcomes Center Revised 5-10-06