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MONTHLY OBSERVATION NOTES

Child _____ Month of Observation Notes _____

Provider (Print) _____

Provider Signature _____

Date: _____

Completed by FCCH Provider

Please use specific examples as pertaining to the DR.

Name three skills or strengths this child has worked on or mastered this month

Name three skills or areas this child is currently working on

Comments, quotes or additional observations

Please return by _____, thank you ☺

Return to Homes Teacher _____



1771 Tribute Rd. Sacramento, CA 95815 (916) 344-6259 FAX (916) 344-2736

Providers

Please return by _____
Thank you

PRESCHOOL DEVELOPMENT QUESTIONNAIRE

Child _____

Provider _____ Date _____

Provider Signature

Dear parent, Beanstalk staff assesses each child's developmental needs with the input from the parent/guardian and the family child care provider. This information is used to help the Homes Teachers with the state required assessment and documentation of the child's development and growth.

Please check **X** only the statements that apply to the child at this time. Note: Not all statements may apply at this time.

- 1. Child explores the environment in increasingly focused ways to learn about people, things, materials, and events. (Atl-Reg 4)**
 - Explores people or things in the immediate environment.
 - Explores new ways to use familiar things, including simple trial and error.
 - Explores through simple observations, manipulations, or asking simple questions.
 - Explores by engaging in specific observations, manipulations, or by asking specific questions.
 - Carries out simple investigations using familiar strategies, tools, or sources of information.
 - Carries out multi-step investigations, using a variety of strategies, tools, or sources of information.
- 2. Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time. (Atl-Reg 5)**
 - Calms self when a familiar adult initiates contact, moves close, or offers a special thing.
 - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations.
 - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support.
 - Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed.
 - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors.
 - Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
- 3. Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult. (Atl-Reg 6)**
 - Participates in a simple activity briefly
 - Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity.
 - Continues self-selected activities with adult support, even though interest briefly shifts to other activities.
 - Continues self-selected activities on own, seeking adult support to work through challenges.
 - Works through challenges on own while engaged in self-selected activities.
 - Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity.

Double sided →

- 4. Child develops the capacity to share the use of space and materials with others. (Atl-Reg 7)**
- Demonstrates preferences for a few specific toys or materials.
 - Takes and plays with materials of interest, even when they are being used by another child.
 - Shows awareness that other children might want to use materials, by taking action to control the materials.
 - Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children.
 - Follows expectations or procedures for sharing, most of the time, without adult prompting.
 - Offers to share space or materials with others in the absence of explicit expectations for sharing.
- 5. Child shows increasing awareness of self as distinct from and also related to others. (SED 1)**
- Recognizes self and familiar people.
 - Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name).
 - Expresses simple ideas about self and connection to others.
 - Describes self or others based on physical characteristics.
 - Describes own preferences or feelings. **And** Describes the feelings or desires of family members, friends, or other familiar.
 - Compares own preferences or feelings to those of others.
- 6. Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics. (SED 2)**
- Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations.
 - Adjusts behavior in response to emotional expressions of people who are less familiar.
 - Identifies own or others’ feelings.
 - Communicates, with adult assistance, about feelings that caused own behavior or others’ behavior.
 - Communicates ideas about why one has a feeling or what will happen as a result of a feeling.
 - Communicates ideas about how own or another’s personality affects how one thinks, feels, and acts.
- 7. Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults. (SED 3)**
- Interacts in simple ways with familiar adults **and** tries to maintain the interactions.
 - Initiates activities with familiar adults. **And** Seeks out assistance or support from familiar adults.
 - Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems).
 - Seeks a familiar adult’s ideas or explanations about events or experiences that are interesting to the child.
 - Takes initiative in creating cooperative activities with a familiar adult.
 - Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems.
- 8. Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers. (SED 4)**
- Plays alongside other children, rarely interacting with them.
 - Interacts in simple ways with familiar peers as they play side by side.
 - Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly play.
 - Participates in extended episodes of cooperative play (including pretend play) with one or two friends.
 - Initiates sustained episodes of cooperative play (including pretend play), particularly with friends.
 - Organizes or participates in planning cooperative play activities with several peers, particularly with friends.

9. Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others. (SED 5)

- Uses or combines objects in functional or meaningful ways.
- Pretends that an object represents another object or serves a different purpose.
- Engages in pretend-play sequences.
- Engages in pretend play with others around a shared idea.
- Engages in roles in pretend-play sequences with others.
- Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea.

10. Child understands increasingly complex communication and language. (LLD 1)

- Recognizes a few frequently used words or gestures in familiar situations.
- Shows understanding of a wide variety of words that refer to people, objects, or events.
- Shows understanding of frequently used simple phrases or sentences.
- Shows understanding of a wide variety of phrases or sentences.
- Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities.
- Shows understanding of language that refers to abstract concepts, including imaginary events.
- Shows understanding of a series of complex statements that explain how or why things happen.

11. Child communicates or acts in response to language and responds to increasingly complex language. (LLD2)

- Responds to a few frequently used words or gestures in familiar situations.
- Responds to simple comments that relate to a present situation.
- Responds to one-step requests or questions involving an action that will happen right away.
- Carries out a one-step request that relates to a new or an unfamiliar activity or solution.
- Carries out multi-step requests that involve a familiar activity or routine.
- Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept.

12. Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences. (LLD 3)

- Uses a few "first words," word-like sounds, or gestures to communicate.
- Uses a variety of single words to communicate.
- Uses two words together to communicate.
- Uses short phrases or sentences of more than two words to communicate.
- Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate.
- Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors.
- Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events.

13. Child engages in back-and-forth communication that develops into increasingly extended conversations* (LLD 4) *Conversations can include communication using sign language or alternative communication systems.

- Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions.
- Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning.
- Engages in brief back-and-forth communication, combining words to communicate meaning.
- Engages in brief back-and-forth communication, using short phrases and sentences.
- Engages in brief conversations with a shared focus.
- Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas.
- Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas.

- 14. Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways. (LLD 5)**
- ___ Attends briefly to a familiar adult reading books, singing songs, or saying rhymes.
 - ___ Looks at books on own briefly, *or* Chooses to join reading, singing, or rhyming activities led by an adult.
 - ___ Looks at books page by page, *or* Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult.
 - ___ Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.
 - ___ Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story.
 - ___ Initiates literacy activities that can relate to classroom experiences as well as to own experiences or interests.
- 15. Child develops capacity to understand details and ideas from age-appropriate text presented by adults. (LLD 6)**
- ___ Shows interest when attending to books, pictures, or print materials, with an adult.
 - ___ Provides simple one-or-two-word responses to questions when attending to books or other materials that include text, with an adult.
 - ___ Makes comments or asks questions about text presented in books or the environment.
 - ___ Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text.
 - ___ Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect.
 - ___ Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events.
- 16. Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning* (LLD 7)** **Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right with a horizontal line of print and from top to bottom in books and other print media. Whereas some languages (e.g., Arabic, Hebrew) are written right to left, etc.*
- ___ Explores books.
 - ___ Engages with print materials while being read to by an adult.
 - ___ Demonstrates awareness of the way books are handled.
 - ___ Demonstrates understanding that print and symbols carry meaning.
 - ___ Demonstrates understanding of how to follow print on a page of text.
 - ___ Demonstrates understanding that print is organized into units, such as letters, sounds, and words.
- 17. Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.* (LLD 8)** **Children who are deaf and learning American Sign language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.*
- ___ Attends to sounds or elements of language.
 - ___ Demonstrates awareness of variations in sounds.
 - ___ Engages actively in play with sounds in words or rhymes, *or* Sings simple songs, *or* Repeats simple nursery rhymes.
 - ___ Demonstrates awareness of larger units of language (e.g., words, syllables).
 - ___ Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects **and** Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects.
 - ___ Blends smaller units of language (e.g., *onsets* and *rimes*, such as communicating “cup, c-up” or the sounds of letters) **and** Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects.

18. Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words. (LLD 9)

- Demonstrates awareness that pictures represent people or things.
- Demonstrates awareness of a few common simple symbols in the environment.
- Demonstrates awareness of a few letters in the environment.
- Identifies some letters by name.
- Identifies ten or more letters (not necessarily at the same time)* **and**
- Shows understanding that letters make up words.
- Identifies most upper-case letters and most lowercase letters (not necessarily at the same time) **and** Shows understanding that letters correspond to sounds in words.

19. Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.* (LLD 10) *Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), where others use characters (e.g., Chinese).

- Makes marks on paper.
- Makes scribble marks.
- Makes scribble marks or simple drawings that represent people, things, or events.
- Writes letter-like shapes or a few letters to represent own name or words.
- Writes own name, but may make errors.
- Writes several words or a few simple phrases, but may make errors.

*****ELD Measures Intentionally Omitted*****

20. Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes. (COG 2)

- Associates a person or object with another person or object, based on a similarity or relationship between them.
- Selects some objects that are similar from a collection of objects.
- Sorts objects into two groups based on one attribute, but not always accurately.
- Sorts objects accurately into two or more groups based on one attribute.
- Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups.
- Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute.

21. Child shows developing understanding of number and quantity. (COG 3)

- Demonstrates awareness of quantity.
- Uses number names, but not always correctly, in situations related to number or quantity.
- Identifies small quantities without counting, up to three.
- Counts up to five objects using one-to-one correspondence **and** Recites numbers in order, one through ten.
- Shows understanding that the last number counted is the total number of objects in the group.
- Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence **and** Recites numbers correctly, up to 20.

22. Child shows increasing ability to add and subtract small quantities of objects. (COG 4)

- Demonstrates awareness of quantity.
- Manipulates objects and explores the change in the number in a group.
- Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less.
- Identifies the new number of objects after one object is added to or removed from a set of two or three objects.
- Uses counting to add or subtract one or two objects to or from a group of at least four objects.
- Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation.

- 23. Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties. (COG 5)**
- Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity).
 - Explores how objects differ by properties (e.g., size, length, weight, capacity).
 - Shows understanding of some measureable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big”, “heavy”) to describe some measurable properties.
 - Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger”, “smaller”) or showing understanding of comparative words.
 - Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity).
 - Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks).
- 24. Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity. (COG 6)**
- Notices and responds to simple repeating sequences.
 - Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions.
 - Matches simple sequences that are seen, heard, or experienced.
 - Attempts to create simple repeating patterns (with two elements).
 - Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern.
 - Creates, copies, or extends complex patterns (with three or more elements).
- 25. Child shows an increasing knowledge of shapes and their characteristics. (COG 7)**
- Explores shapes of objects.
 - Manipulates objects based on shape.
 - Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them.
 - Identifies or names several shapes in the environment (e.g., circle, squares, triangles).
 - Recognizes shapes when they are presented in different orientations or as parts of other objects.
 - Describes several shapes and the differences between them.
- 26. Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect. (COG 8)**
- Tries out different behaviors to cause effects.
 - Searches for possible causes of actions, events, or behaviors.
 - Acts on objects to cause a specific result.
 - Acts in ways that take into account an anticipated result.
 - Offers possible explanations for why certain actions or behaviors result in specific effects.
 - Shows understanding that variations in actions or degrees of actions with the same objects or materials cause different results.
- 27. Child *observes and investigates* objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them. (COG 9)**
- Shows interest in people or things in the environment.
 - Engages in simple purposeful explorations of familiar objects in the environment.
 - Engages in sustained explorations.
 - Observes objects and events of interest in the environment, makes simple predictions about them, and checks the predictions.
 - Engages in detailed observations and complex investigations of objects and events in the environment (e.g., tests predictions, makes comparisons, uses scientific tools, or tracks changes over time).
 - Contributes to planning and carries out detailed observations and complex investigations to answer questions of interest.

28. Child develops the capacity to describe and record *observations* and *investigations* about objects (living and nonliving things) and events, and to share ideas and explanations with others.

(COG 10)

- ___ Identifies objects or events in the environment.
- ___ Communicates simple observations about objects or events in the environment.
- ___ Communicates similarities or differences in the characteristics of objects.
- ___ Records information in simple ways (e.g., drawings, models, words dictated to an adult) about observations or investigations.
- ___ Includes details when recording observations or investigations.
- ___ Participates in recording detailed information by tallying, charting, simple graphing, or making complex drawings; *and* communicates about findings, related ideas, or simple explanations.

29. Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics. (COG 12)

- ___ Shows interest in the characteristics of living or nonliving things in the environment.
- ___ Explores how objects in the natural world will behave or function.
- ___ Identifies basic characteristics of living things, earth materials, or events in the environment (e.g., how they look, feel, sound, or behave).
- ___ Demonstrates awareness of basic needs and processes that are unique to living things (e.g., need for water and food; change and growth).
- ___ Demonstrates an awareness of differences among living things, earth materials, or events in the environment by identifying some of their specific characteristics (e.g., appearance, behaviors, habitats).
- ___ Demonstrates knowledge of categories of living things, earth materials, or events in the environment, and knowledge of processes unique to living things (e.g., breathing, healing, changes through the life cycle).

30. Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, and directional awareness. (PD-HLTH 1)

- ___ Uses sensory information to control body while exploring people, objects, or changes in the physical environment.
- ___ Demonstrates awareness of major body parts by exploring their movement potential.
- ___ Tries different ways to coordinate movements of large or small body parts.
- ___ Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance.
- ___ Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces.
- ___ Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces.

31. Child shows increasing proficiency in fundamental *locomotor skills* (e.g., rolling, crawling, cruising, walking, running, jumping, galloping). (PD-HLTH 2)

- ___ Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom.
- ___ Coordinates movement of whole body while upright, using support.
- ___ Coordinates basic movements in an upright position without using support.
- ___ Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground.
- ___ Coordinates and controls individual locomotor movements, with some success.
- ___ Combines and coordinates two or more locomotor movements together in effective ways, with some success.
- ___ Combines a variety of locomotor movements and moves effectively across a range of activities.

- 32. Child shows increasing proficiency in gross motor *manipulative skills* (e.g., reaching, kicking, grasping, throwing, and catching). (PD-HLTH 3)**
- Uses arms, legs, or body to engage in simple, repeated actions on objects.
 - Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support.
 - Manipulates objects, using one or more body parts, with limited stability.
 - Manipulates objects, using one or more body parts, with stability but limited coordination.
 - Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements.
 - Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements.
 - Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities.
- 33. Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks. (PD-HLTH 4)**
- Grasps objects with entire hand.
 - Grasps objects with fingers and thumb.
 - Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects.
 - Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body.
 - Manipulates objects with both hands doing different movements.
 - Manipulates objects, using hands, with strength, accuracy, and coordination.
 - Performs, with efficiency, a variety of tasks that require precise manipulation of small objects.
- 34. Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities. (PD-HLTH 5)**
- Seeks to make contact with familiar adult.
 - Follows adults' guidance about basic safety practices.
 - Follows basic safety practices, with close adult supervision.
 - Follows basic safety practices on own in familiar environments, with occasional adult reminders.
 - Follows basic safety practices on own in familiar and novel situations.
 - Communicates an understanding of some safety practices to others.
- 35. Child increasingly responds to and initiates personal care routines that support hygiene. (PD-HLTH 6)**
- Anticipates one or two steps of a hygiene routine.
 - Participates in own hygiene routines, with an adult.
 - Carries out some steps of own hygiene routines, with specific adult guidance or demonstration.
 - Carries out most steps of familiar hygiene routines, with occasional reminders of when or how to do them.
 - Initiates and carries out most steps of familiar hygiene routines on own.
 - Initiates and completes familiar hygiene routines on own.
- 36. Child responds to feeding and feeds self with increasing proficiency. (PD-HLTH 7)**
- Feeds self some finger food items.
 - Feeds self some foods when using utensil(s) or an open cup, sometimes needing help.
 - Feeds self on own, using utensils or an open cup.
 - Serves self or others by scooping or pouring from containers.
 - Prepares simple foods to serve to self or others.

37. Child develops and refines ability to dress self. (PD-HLTH 8)

- Anticipates one or two steps of a dressing routine.
- Participates with adult in dressing self.
- Puts on clothing that is simple to manipulate, sometimes with adult assistance.
- Dresses self, but still needs assistance with parts of clothing that are particularly challenging (e.g., buttons, fasteners, zippers).
- Dresses self, including clothing with parts that are particularly challenging (e.g., buttons, fasteners, zippers)

38. Child engages in physical activities with increasing endurance and intensity. (PD-HLTH 9)

- Engages in brief instances of physical play.
- Engages in active physical play for short periods of time.
- Engages in active physical activities or play for moderate amounts of time.
- Engages in active physical activities or play for sustained amounts of time.
- Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity (Ex. riding a bike and going faster to pass a peer).
- Seeks to engage in active physical activities or play routinely, with increased intensity and duration.

39. Child demonstrates increasing knowledge about nutrition and healthful food choices. (PD-HLTH 10)

- Shows a preference for several favorite foods.
- Shows interest in a variety of foods.
- Recognizes or identifies a variety of foods.
- Shows awareness that some foods are more healthful than others.
- Communicates simple explanations about the healthfulness of different food choices.

40. Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity. (HSS 1)

- Participates in the steps of a familiar routine or activity.
- Recalls familiar routines, people, activities, or places, anticipating their occurrence.
- Communicates about or acts out events that just happened; *and* Asks about activities that will happen soon.
- Communicates about past events and future events, but is sometimes unclear about how far in the past they happened or how far in the future they will happen.
- Relates past events to one another or to the present; *and* Plans for the near future.
- Distinguishes what happened a long time ago from what happened in the recent past, *or* Distinguishes what will happen in the near future from what will happen much later.

41. Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them. (HSS 2)

- Participates in activities that are related to specific environments.
- Recognizes or navigates familiar environments, anticipating the people and activities routinely associated with them
- Recognizes changes in familiar environments or in the people associated with them (e.g., a new adult in the classroom).
- Recognizes the routes between familiar locations.
- Communicates about the relative distances between familiar locations, including details about those locations (saying they are “nearby” somewhere, “almost there”, “We go that way”, etc.).
- Compares unfamiliar locations (e.g., other communities) with familiar ones, identifying the characteristics or people associated with them. (E.g., “We have a store like that by my house!”)

42. Child develops an awareness of and concern for the natural world and human influences on it. (HSS 3)

- ___ Demonstrates awareness of living things in the environment, especially animals.
- ___ Explores living things in the environment, especially animals.
- ___ Demonstrates simple understanding that people tend to the basic needs of plants and animals (e.g., watering and feeding).
- ___ Demonstrates simple understanding that people tend to environments of plants and animals in caring for them (e.g., keeping cages clean, putting plants in the sun).
- ___ Demonstrates concern about caring for the natural world in ways that were previously experienced by the child (e.g., recycling, planting a garden).
- ___ Demonstrates simple understanding of the effects that humans have on the environment beyond own direct experience (e.g., natural habitats for animals, climate change, clean air, clean water).

43. Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations. (HSS 4)

- ___ Takes action to get needs or wants met without considering impact on others or self.
- ___ Responds emotionally and often impulsively in conflict situations, requiring adult assistance to resolve conflict or reduce distress.
- ___ Uses words or gestures to express desires in some conflict situations, but requires adult assistance to communicate constructively and resolve conflict.
- ___ Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict.
- ___ Uses appropriate words and actions to express desires in response to conflict situations, and suggests simple cooperative solutions based mainly on own needs.
- ___ Considers the needs and interests of others when there is a conflict, or attempts to negotiate a compromise.

44. Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations. (HSS 5)

- ___ Takes action to get needs or wants met without considering impact on others.
- ___ Needs specific adult guidance to cooperate with group expectations.
- ___ Follows simple group expectations with occasional adult reminders, but needs specific guidance when wanting to do something else or having to stop a preferred activity.
- ___ Carries out group expectations during extended activities, needing adult reminders to follow expectations from beginning to end.
- ___ Follows through with group expectations during extended activities, on own most of the time.
- ___ Communicates about group expectations; *and* Cooperates with others in carrying out group expectations.

45. Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional art. (VPA 1)

- ___ Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience.
- ___ Uses tools and materials to approximate basic lines and circle-like shapes (two-dimensional) *or* Uses tools and materials to create basic shapes and sculpted shapes (three-dimensional).
- ___ Experiments with tools and materials for painting or drawing (two-dimensional), or sculpting or *assemblage* (three-dimensional), sometimes representing a concrete thing.
- ___ Creates two-dimensional and three-dimensional representations of things; *and* Experiments with detail or color.
- ___ Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization.
- ___ Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization.

46. Child expresses and creates by making musical sounds, with increasing intentionality and complexity. (VPA 2)

- Demonstrates interest in musical sounds.
- Tries out different ways of making musical sounds with voice, body, or instruments (sometimes in response to adult prompting).
- Engages in brief segments of musical activities initiated by others, by making musical sounds by using voice, body, or instruments.
- Engages in extended segments of musical activities initiated by others, by making musical sounds using voice, body, or instruments.
- Adapts to changes in the qualities of basic music elements (e.g., faster/slower, higher/lower, louder/softer) by making musical sounds using voice, body, or instruments.
- Extends or varies music with new words or sounds through voice, body, or instruments, using basic music elements (e.g., faster/slower, higher/lower, louder/softer).

47. Child increases engagement, skill development, and creative expression in drama. (VPA 3)

- Demonstrates interest in adult's dramatic portrayal of a character.
- Uses facial expressions, voice, or gestures in response to an adult's dramatic portrayal of a character.
- Portrays a familiar character in a simple way, using facial expressions, voice, gestures, or body movements.
- Portrays a character with some detail when contributing to an improvised drama based on a story, song, or poem, *or* Contributes to dialogue or ideas about a plot in response to an adult's suggestions.
- Creates and maintains details of a character when contributing to an improvised drama (e.g., dialogue, plot, setting) without adult prompting.
- Communicates details about a character's emotions or thoughts when contributing to an improvised drama.

48. Child develops capacity to respond, express, and create through movement in dance. (VPA 4)

- Demonstrates interest in others' dance-like movements.
- Moves body in response to music, rhythms, or others' movements .
- Moves body or body parts through space in response to music, rhythms, others' movements, or adults' cues.
- Tries out a variety of movements through space, with some body control and awareness, in response to music, rhythms, others' movements, or adults' cues.
- Produces dance like moments with increasing body control and awareness, in response to music tempo, rhythms, others' movements, or adults' cues.
- Improvises dances by changing tempos (e.g., fast/slow) and by varying qualities of movements (e.g., big/small, high/low, smooth/jerky) in response to music.