



OSEP Outcomes Alignment with the





The Rhode Island Early Learning and Development Standards (RIELDS) document is an important tool for determining the OSEP child outcomes. The RIELDS articulate the state's shared expectations for what young children should know and be able to do at different ages within the birth-to-five age span. The standards include nine domains and, provide common language and goals, including indicators of age-expected functioning at 9, 18, 24, 36, 48, and 60 months. As such, when considering a child's rating on the child outcomes it is important to reference the RIELDS for age-expected skills and behaviors and to discuss how these indicators are integrated across the 3 outcomes and applied within everyday routines and activities.

This document provides an alignment between the individual RIELDS indicators and the 3 child outcomes. Although it will be helpful in determining which skills and behaviors to consider within each outcome area, it is important to recognize that some indicators may cross two or even three of the outcomes. It is also important to recognize that individual indicators cannot be viewed in isolation, they must be considered in conjunction with other indicators as a measure of a child's ability to take meaningful actions, achieve important goals, and participate in everyday activities and routines.

For example, expressive language and communication should be considered in all three outcome areas. Expressive language and communication is key to a child's social relationships (outcome one) as a means of communicating with others in a social context. Within the context of outcome two—use of knowledge and skills—expressive language and communication is measured through an examination of vocabulary, grammar, sentence structure, listening, and speaking. Finally, under outcome three—taking appropriate action to meet needs—language and communication are important element in a child's ability to take actions to meet needs. Similarly, motor skills cut across all the three outcomes. They enable children to build with blocks with friends (outcome 1), measure and explore at the water table (outcome 2), and walk across the room to get a preferred toy (outcome 3).

Finally, the ability of the COS participants to accurately and effectively age anchor children's skills is critical to the COS process and to the accuracy of the outcome ratings. The COS process requires an understanding of the timing and sequences of development and how the child's functioning compares with what is expected for a child his or her age. The RIELDS alignment document maps the child outcomes with the specific developmental benchmarks, behaviors, and skills that most children possess between birth and 5 years of age.

by **9 months**
most children:

OUTCOME 1
Positive social-emotional
skills (including social
relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Social/Emotional Development

Relationships with Others

- Socialize with preferred adults by reciprocally smiling, laughing, or vocalizing
- “Converse” with familiar adults by imitating or making faces at adults who make faces at them
- Relax when picked up and held by a familiar adult
- Search for an adult caregiver who might be out of sight
- Engage in turn-taking interactions, such as peek-a-boo
- Repeat actions that elicit social responses from others
- Babble and smile to show their interest in other children
- Intently watch other babies and children, especially their faces
- Track the activity of other children and notice/move toward others when hearing sounds of excitement
- Reach out to touch other children’s hair, face, etc.



Sense of Self

- Explore their own hands and feet
- Demonstrate a recognition of themselves in a mirror
- Respond to their own name
- Demonstrate interest in objects or people
- Accept new toys or objects with interest
- Reach for objects of interest
- Focus on objects and people of interest for longer periods of time

Self-regulation

- Demonstrate the ability to self-soothe (calm down) through behaviors such as babbling, thumb/fist sucking, or rocking
- Calm down when talked to, held, or rocked by a preferred caregiver
- Express a range of emotions (e.g., joy, excitement, or sadness) through facial expressions, gestures, and sound
- Exhibit the ability to wait for a desired object or person

Language Development

Pragmatics*

- Respond to the speech of others by looking toward the speaker
- Initiate and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations, and gestures
- Express enjoyment and a desire for “more” through body language (cues), such as kicking their legs, waving their arms, and smiling



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Creative Arts

Experimentation and Participation in the Creative Arts

- Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures
- Gaze at pictures, photographs, and mirror images
- Attend to bright and/or contrasting colors
- Respond to music and being sung to by listening and moving their heads, arms, and legs
- Imitate by babbling during or after an adult sings or chants
- Make eye contact with singers
- Move their bodies with some intent and control
- Engage in social play with adults
- Use objects as tools to make sounds, for example, banging blocks together with adult help



by **18 months**
most children:

OUTCOME 1
**Positive social-emotional
skills (including social
relationships)**

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Social/Emotional Development

Relationships with Others

- Imitate adult behavior by repeating and practicing through play (e.g., sweeping with a toy broom, “talking” on a cell phone)
- Use gestures, body language, and/or vocalizations to seek out help from a preferred adult
- Participate in back-and-forth games with adults
- Seek comfort from a preferred adult when tired or hungry
- Expand their exploration of their environment in the presence of trusted adults, and regularly check in (visually or physically) with these adults when experiencing stress or uncertainty
- Engage in positive interactions with other children while supervised
- Imitate and respond to other children’s actions and behaviors
- Play alone or engage in parallel play (i.e., play next to but not directly involved in another child’s play)
- Recognize and respond differently to younger children



Sense of Self

- Explore various play materials and show preferences for specific books, toys, or food
- Demonstrate displeasure when unable to exert influence on events
- Indicate their dislike by saying “no” or through some other method (e. g., shaking their head or turning their head/body away)
- Make simple choices
- Show pleasure at their own actions
- Show attachment to or preference for specific toys
- Ask for similar activities to be repeated over and over
- Attempt to perform self-care activities independently of adult help
- Recognize their ability to influence their surroundings (e.g., standing on a table or feeding chair to indicate hunger to an adult)

Self-regulation

- Self-soothe when offered a special toy or blanket in combination with caregiver nurturance
- Look to a trusted adult for comfort when upset or stressed
- Demonstrate joy, pleasure, and excitement in learning to do new things
- Amuse themselves for a short period of time

Self-regulation (continued)

- Respond to verbal requests to alter their behavior, sometimes continuing with the behavior and sometimes accepting the redirection
- Say “no” to express their unwillingness (or sign “no” if they have been taught to sign)



Language Development

Pragmatics*

- Respond to others’ communication with gestures, facial expressions, body movements, and sounds
- Communicate vocally or use nonverbal strategies to communicate when interacting with a responsive adult
- Engage in joint attention by directing their gaze toward what a speaker is looking at or pointing to
- Point in order to request an object
- Use body language (cues) such as bobbing their head, raising their eyebrows, smiling, or tilting their head to signal enjoyment or their desire for more of an activity from an adult

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Creative Arts

Experimentation and Participation in the Creative Arts

- Recognize and associate a certain song or sound with a particular meaning (e.g., hearing a nap-time song and thinking that it’s safe, secure, and time to nap)
- Use facial expressions, sound (e.g., vocalizations, clapping), and movement to encourage singers or music to continue
- Use sounds and their voice as they play or look at books with adults
- Make loud noises just for fun, such as screaming or yelling



by **18** months
most children:

OUTCOME 1
Positive social-emotional
skills (including social
relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Creative Arts (Continued)

**Experimentation and
Participation in the Creative Arts**



- Make movements and sounds in response to cues in songs and finger plays
- Stand with feet wide apart and sways to the sound of music
- Use a variety of materials in exploring and creating visual art
- Create marks with crayons, paints, and chalk
- Enjoy producing music and other sounds with simple instruments (e.g., triangles, tambourines, etc.)
- Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to drink from a cup and then saying "Ah!" when finished)

by **24 months**
most children:

OUTCOME 1
Positive social-emotional
skills (including social
relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Social/Emotional Development

Relationships with Others



- Imitate by continuing to repeat actions they have seen long after they have seen them
- Initiate play and interactions with familiar adults (e.g., pretending to drive a car or bake a cake)
- Interact with adults to meet needs and wants, communicating through gestures, facial expressions, and simple words
- Continue to seek out the primary adults in their life as their secure base (using simple words as well as regular visual or physical contact) while playing or exploring the environment and when uncertain
- Demonstrate interest or concern for a peer who is hurt, fallen, or in distress
- Recognize the idea of possessions (i.e., acting as though they own something) and demonstrate an understanding of “mine” and “not mine”
- Predominately use parallel play (next to others) while trying out associative play (sharing toys or commenting on the play of others)

Sense of Self

- Recognize some body parts (e.g., pointing to eyes, ears, or nose when asked)
- Refer to themselves by name
- Use “me” and “mine” in reference to themselves and to objects
- Express preferences for certain toys or objects
- Enjoy playing alone for short periods of time
- Try to do some things without help
- Alternate between doing things independently and wanting help or comfort
- Repeat activities and words and songs over and over
- Participate in solitary pretend play (e.g., wearing hats, talking on a phone)
- Help with simple tasks (e.g., picking up toys)

Self-regulation

- Accept a security toy or blanket to self-soothe
- Demonstrate familiarity with routines
- Demonstrate strong emotions, such as anger, through actions (e.g., falling down on the floor and kicking their legs—throwing a “tantrum”) and calm down with caregiver assistance
- Express emotions (e.g., happiness, sadness, or anger) through singing and pretend play (in addition to “tantrums”)

Self-regulation (continued)

- Respond to redirection most of the time
- Once redirected, change focus to the new object, person, or play
- Participate in routines with adult guidance



Language Development

Pragmatics*

- Participate in simple turn-taking during one-on-one conversations
- Demonstrate concern for others through gestures and facial expressions
- Directly interact with adults to signal enjoyment or a desire for more (e.g., by tugging on an adult's pant leg, patting an adult, holding an adult's arm, or verbalizing)

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Creative Arts

Experimentation and Participation in the Creative Arts



- Talk or sing to themselves for comfort or enjoyment
- Stop, turn their head to listen, and watch when music or other rhythmic sounds play on a TV
- Squeeze soft clay and dough into abstract shapes
- Repeat the same song over and over
- Dance alone or with others
- “Play” musical instruments (e.g., attempting to blow into a whistle or harmonica)
- Seek out imaginative play opportunities with trusted adults
- Explore roles through imaginative play, such as saying “boo” to an adult and acting scared when the adult says “boo” to them

by **36 months**
most children:

OUTCOME 1
Positive social-emotional
skills (including social
relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Social/Emotional Development

Relationships with Others

- Seek adult assistance when challenged
- Demonstrate affection for familiar adults
- Seek comfort from an adult after falling down or getting hurt
- Interact with adults to solve problems or communicate about experiences or ideas
- Watch and copy other children's play activities
- Seek assistance from an adult caregiver in resolving conflicts with other children
- Understand how to take turns during play with other children, with adult guidance and assistance
- Participate in associative play with other children (i.e., engaging in separate play activities while occasionally sharing toys or commenting on another child's play)



Sense of Self

- Become aware of the idea of ownership (i.e., "This is mine"; and "that is yours.")
- Demonstrate preferences and choices for people, toys, or activities
- Recognize a picture of themselves (e.g., by pointing or saying "me")
- Describe some personal characteristics (e.g., hair color)
- Provide their first and last names when asked
- Demonstrate joy in their own accomplishments (e.g., throwing away a napkin, flushing a toilet)
- Initiate new activities and explore new materials
- Demonstrate interest and pride in handling personal care routines (e.g., removing coat) with minimal assistance

Self-regulation

- Calm themselves down after a temper tantrum in a reasonable amount of time with caregiver assistance
- Comfort themselves by seeking out a special toy, object, or caregiver
- Use words to express their emotions
- Follow simple rules most of the time
- Control impulses (e.g., walking around—rather than through—a puddle when directed)
- Adapt their behavior to the environment (e.g., shifting from an "outside voice" to an "inside voice")

Self-regulation (continued)

- Adjust to changes in daily routines with preparation and adult assistance

Language Development

Pragmatics*

- Respond to others' statements, prompts, and questions
- Use multiple means, such as verbal and nonverbal language, to communicate needs, wants, and feelings
- Use social conventions to initiate and sustain exchanges of communication
- Demonstrate an understanding of simple humor



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Creative Arts

Experimentation and

Participation in the Creative Arts

- Demonstrate preferences for favorite colors
- Move their bodies with increasing skill to express emotions and rhythms
- Create representations of real objects in art work
- Create new songs and dances or add their own words to songs with support from adults
- Dance to music in a group with support from adults
- March with musical instruments with support from adults
- Imitate simple songs and finger-play movements
- Watch and copy other children's play activities
- Use imaginative play as a vehicle to express their own life experiences and familiar stories
- Tell about their artistic creations



by **48** months
most children:

OUTCOME 1
**Positive social-emotional
skills (including social
relationships)**

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Social/Emotional Development

Relationships with Others

- Seek approval from adults
- Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults
- Share and take turns using materials
- Suggest solutions to conflicts, with adult guidance and assistance
- Initiate play and conversations with other children
- Participate in pretend play with other children
- Express how another child or storybook character might feel
- Notice and show concern for peers' feelings
- Comfort peers when they are hurt or upset, with adult guidance and assistance



Sense of Self

- Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.")
- Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.
- Demonstrate an awareness of their own likes and preferences
- Choose materials and activities
- Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)

Self-regulation

- Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)
- Can express emotions using words, signs, or other communication methods
- Take pride in their accomplishments
- Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)
- Usually follow classroom rules and expectations
- Adjust to changes in routines and activities
- Ask or wait for adult permission before doing something they are unsure about
- Use materials with purpose, safety, and respect

Self-regulation (continued)

- Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)
- Stop an engaging activity to transition to another less desirable activity with adult guidance and support

Language Development

Pragmatics*

- Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them
- Use appropriate volume and intonation when speaking in a variety of social situations
- Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.")
- Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously

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Creative Arts

Experimentation and

Participation in the Creative Arts

- Express preferences for some different types of art, music, and drama
- Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom
- Notice and communicate about art, music, and drama
- Explore musical instruments and use them to produce rhythms and tones
- Mold and build with dough and clay and then identify and sometimes name their creation (e.g., "I made a dog and his name is Spot.")
- Act out the plots and characters found in familiar stories
- Participate in pretend play with other children
- Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice



by **60** months
most children:

OUTCOME 1
**Positive social-emotional
skills (including social
relationships)**

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Social/Emotional Development

Relationships with Others

- Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults
- Have a close relationship with a consistent non-parental caregiver, showing interest in the adult's feelings, preferences, and well-being and sharing their experiences
- Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)
- Make decisions with other children, with adult guidance and assistance
- Demonstrate consideration for and cooperation with other children
- Prefer to play with one or two special friends
- Suggest solutions to conflicts
- Demonstrate an ability to compromise when working or playing in a group
- Sustain interactions with friends for increasing periods of time
- Successfully enter into play when a group of children are already involved
- Can predict the causes of other children's emotions (e.g., "she is sad because . . .")



Sense of Self

- Differentiate themselves from others based on characteristics they use to describe themselves, such as "shy" or "smart."
- Differentiate themselves from others in terms of specific abilities (e.g., "I am a fast runner," or "I am a good climber.")
- Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)
- Stay with a task until it is completed
- Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances

Self-regulation

- Control strong emotions most of the time in an appropriate manner

Self-regulation (continued)

- Persist at a difficult task with decreasing amounts of frustration
- Can name emotions using words, signs, or other communication methods
- With adult assistance, demonstrate control over actions, words, and emotions in response to a situation
- Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)
- Participate in group activities for increasing amounts of time
- Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity

Language Development

Pragmatics*

- Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as "Only one child speaks at once; raise your hand.")
- Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously
- Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes

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Creative Arts

Experimentation and

Participation in the Creative Arts

- Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs
- Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)



by **60** months
most children:

OUTCOME 1
Positive social-emotional
skills (including social
relationships)

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Creative Arts (Continued)

**Experimentation and
Participation in the Creative Arts**



- Write and act out stories based upon familiar topics or characters
- Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.
- Plan art and show increasing care and persistence in completing it
- Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail
- Communicate about elements appearing in art, music, and drama

by **9 months**
most children:

OUTCOME 2

Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Language Development

Receptive Language

- Turn toward familiar voices or sounds
- Recognize more than one tone of voice
- in adults and respond with body movement and sounds
- Demonstrate a recognition of names of familiar people and favorite objects
- Respond to voices and sounds in the environment
- Can be quieted by a calm, familiar voice
- Become excited upon hearing familiar words, such as "nursing" or "bottle"
- Startle or cry when there is a loud sound



Expressive Language

- Experiment with making sounds
- Engage in babbling (i.e., making consonant sounds followed by a vowel sound)
- Say "mama" and "dada"
- Use vocalizations, gestures, and facial expressions to communicate needs and wants and to express interest or dislike

Literacy

Phonological Awareness

- Experiment and play with sound
- Respond differently to different sounds



Alphabet Knowledge

- Respond to visual stimuli in their environment
- Demonstrate an increasing awareness of and interest in the sounds of spoken language by focusing on the speaker

Print Knowledge

- Explore physical features of books
- Demonstrate an interest in books from among a collection of toys
- Demonstrate an interest in books by looking intently at or reaching for colorful pictures in books

Comprehension and Interest

- Attend to their caregiver's voice when being held and read to
- Become quiet or show pleasure when an adult tells or reads a familiar story or rhyme or sings a familiar song
- Explore books with various senses (sight, touch, even taste)

Emergent Writing

- Focus on people and express particular interest in facial contours and expressions
- Attend to visual stimuli in their environment

Cognitive Development

Logic and Reasoning

- Explore objects and materials in different ways (e.g., mouthing, reaching for, or hitting, banging, and squeezing them)
- Bang a block (or other object) on the floor repeatedly to hear the sound that it makes
- Combine learning schemes to learn more about an object (e.g., mouthing and then shaking a rattle)
- Demonstrate an understanding of simple cause-and-effect relationships (e.g., looking toward the sky when they hear an airplane)



Memory and Working Memory

- Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects
- After repeated experiences with the same objects and persons, sometimes remember that unseen objects are still there (e.g., remembering that a ball is under the blanket)
- Attend to unexpected events

Attention and Inhibitory Control

- Pause or stop when an adult says "stop" or tells them not to do something
- Demonstrate caution around new or unusual people or events
- Explore objects by holding, mouthing, dropping, etc.

Cognitive Flexibility

- Try new actions with a familiar object (e.g., dropping or throwing a rattle in addition to mouthing it)
- Demonstrate an ability to self-soothe or calm (e.g., babbling or sucking on their thumb or fists)
- Develop their own regular sleep-and-wake cycle
- Begin to show an anticipation of familiar routines
- Use their bodies as "tools" (i.e., as a means to an end: reaching out and grasping to get a rattle, for example)

by **9** months
most children:

OUTCOME 2 Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Mathematics

Number Sense and Quantity

- Hold two objects, one in each hand
- Gesture (e.g., for “more” when eating)

Number Relationships and Operations

- Hold two objects, one in each hand

Classification and Patterning

- Classify informally as they intuitively recognize objects or situations as similar (e.g., “things I can hold”)
- Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)
- Engage in repeated actions, including movements and vocalizations
- Follow daily routines (i.e., patterns), such as being fed and then going to sleep almost immediately
- Enjoy and begin to anticipate repetition, such as playing a “peek-a-boo” game or hearing a familiar song each time they are diapered

Measurement, Comparison, and Ordering

- Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.)
- Explore volume as they wrap their fingers around an object or around an adult's finger
- Explore weight as they pull a toy toward themselves
- Explore speed by moving hands or legs

Geometry and Spatial Sense

- Explore the size and shape of objects through various means (e.g., banging, mouthing, dropping, etc.)
- Explore the way objects move by tracking objects with their eyes and head
- Explore distance by reaching for something
- Explore their spatial sense through movement, both involuntary and voluntary (e.g., being picked up, scooting, and pulling up)



Science

Scientific Inquiry and Application

- Demonstrate an awareness of individual objects and stimuli
- Feel and explore objects placed in their hands and bring the objects to their mouth



Scientific Inquiry and Application (continued)

- Use multiple senses to observe and respond to their natural world
- Bang a block or other object on the floor repeatedly to hear the sound it makes
- Repeatedly turn an object over and listen to the sound of its movement; purposely push buttons on a toy box to produce a sound
- Use their bodies as “tools” (a means to an end) to gather information and obtain results (e.g., reaching out and grasping to get the rattle)

Knowledge of Science Concepts

- Show interest and curiosity in the natural world
- Explore the properties of objects and materials

Social Studies

Self, Family, and Community

- Demonstrate an interest in themselves
- (e.g., observing themselves in a mirror, looking at their own hands and feet)
- Use gestures to communicate their interest in objects and people
- Smile when someone familiar smiles at them
- Focus their attention on others and engage in interactions
- Kick their legs or reach with their arms when they see a familiar person
- Demonstrate a preference for familiar versus unfamiliar adults
- Actively explore the similarities and differences among people by feeling their hair, touching their faces, watching their facial expressions, listening to their voices



by **18 months**
most children:

OUTCOME 2 Acquiring and Using Knowledge and Skills

The indicators identified below shall be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Language Development

Receptive Language

- Look at what an adult is pointing to and share attention
- Identify familiar people or objects when prompted
- Understand more words than they can say
- Respond appropriately to familiar words, signs, and songs
- Follow simple, one-step directions, especially if accompanied by adult gestures (e.g., "stop" or "come here")



Expressive Language

- Communicate in a way that is understood by most familiar people (e.g., eye glances, gestures, sounds)
- Produce some words and word-like sounds
- Use eight to ten individual words to communicate wants, needs, interests, and dislikes
- Combine words and gestures to communicate
- Use short, telegraphic phrases (of one or two words) to communicate wants, needs, and thoughts
- Use some pronouns

Literacy

Phonological Awareness

- Listen attentively to familiar stories, rhymes, and songs
- Use sounds for a variety of purposes

Alphabet Knowledge

- Point to pictures in a book

Print Knowledge

- Demonstrate an increasing ability to handle books without assistance
- Hold books and look at pictures as if reading
- Respond to features of books, such as pictures and sensory features (e.g., the fluffy cotton in Pat the Bunny)
- Actively participate in shared reading experiences by pointing to and turning pages

Comprehension and Interest

- Focus their attention for short periods of time on, and actively participate in shared reading experiences by pointing to pages, turning pages and making sounds or saying simple words
- Request that adults read to them



Comprehension and Interest (continued)

- Point to and make sounds for familiar pictures, objects, and characters in books and photographs
- Make movements and sounds in response to cues in songs and finger plays
- Demonstrate preferences for favorite books

Emergent Writing

- Scribble spontaneously
- Focus on easy-to-hold books, such as board books, when not able to be active (e.g., sitting in a car seat)
- Make marks or scribbles on paper using a variety of media (e.g., chalk, pencil, markers, paint)

Cognitive Development

Logic and Reasoning

- Explore small openings and look for items to put in the openings, including their fingers
- Solve simple problems independently (e.g., by climbing to retrieve an out-of-reach object)
- Demonstrate recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)
- Use visual comparisons to compare quantities (e.g., which pile of crackers has more)
- Stack and then knock down "towers" and then stack them up again



Memory and Working Memory

- Point to, or in some other way indicate, familiar people and objects when they are named
- Remember the location of objects that are meaningful to them
- Demonstrate an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal

Attention and Inhibitory Control

- Inhibit themselves from reaching for a visible but inaccessible object or reward
- (e.g., a toy on the other side of a window or out of reach)
- Attend to a short, familiar storybook but may not want to follow the book page by page
- Use basic items creatively (e.g., turning a pail over to use it as a drum)

by **18 months**
most children:

OUTCOME 2
Acquiring and Using
Knowledge and Skills

The indicators identified below will not be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Cognitive Development
(continued)

Cognitive Flexibility

- Demonstrate comfort in familiar routines and activities
- Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretending to punch in numbers on a phone and then “talking” to grandpa after waiting for an answer)
- Understand the use of people as “tools” for help (e.g., recognizing that an adult can reach an object for them on a high shelf)
- View world from an egocentric perspective (e.g., crying when frustrated that things are not going their way)



Mathematics

Number Sense and Quantity

- Use words or gestures for action phrases (e.g., “all gone” and “more”)
- Recognize that there are “one” or “two” of something

Number Relationships and Operations

- Demonstrate early one-to-one correspondence (e.g., filling containers with objects by dropping them in one at a time)
- Will usually choose a set that has more of something they prefer over a set that has less, when given the option
- Create larger and smaller sets of objects by grouping and ungrouping items (e.g., placing and removing rings on a vertical peg)

Classification and Patterning

- Identify objects or creatures by implicitly recognizing their basic attributes and applying labels that adults perceive as classes (e.g., all canines are “doggies”; all felines are “kitties”)
- Form sets intuitively in which objects in each set are the same (identical) and objects in the other set are different (e.g., putting all of the dolls in one pile and all of the cars in another)
- Repeat certain action sequences over and over, such as filling and emptying containers
- Make patterns intuitively by repeating particular movements and vocalization



Classification and Patterning (continued)

- Watch, bounce, or clap to rhythmic sounds or sing along when an adult sings a song or chant

Measurement, Comparison, and Ordering

- Notice large differences in size between two objects (e.g., pointing to the bigger ball)
- Use such words as “big” and “little” to differentiate sizes
- Explore relative size by trying to squeeze a large object into a smaller container (e.g., putting a doll into doll stroller and then trying to fit themselves into the stroller)

Geometry and Spatial Sense

- Explore how differently shaped objects fit or do not fit together by manipulating such things as nesting cups or stacking cones
- Explore barriers to movement when not able to walk or push past something
- Compare the attributes of objects or pictures and identify those that are similar
- Explore their spatial sense (e.g., by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned)

Science

Scientific Inquiry and Application

- Demonstrate an awareness that new objects and stimuli are different from already-known objects
- Vary their behaviors or actions to see what the result will be (e.g., splash hands in water, watch toys move)
- Explore and manipulate objects to see what happens or how things work (e.g., flip light switches on and off, press buttons on a music player)
- Pat, push, squish, and pound play dough, clay, or wet sand to experience how it feels and discover what they can do with it
- Demonstrate a recognition of cause-and-effect relationships (e.g., pushing on a toy truck and watching it roll away)
- Understand the use of people as “tools” for help (e.g., pulling on an adult's hand and guiding it to twist the knob on a wind-up toy)



by **18 months**
most children:

OUTCOME 2
Acquiring and Using
Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Science (continued)

Knowledge of Science Concepts

- Explore the characteristics of living things (e.g., petting a cat or dog to explore the soft fur)
- Actively experiment with and explore the physical properties of objects and substances (e.g., stacking and knocking down towers and stacking them up again; bouncing balls; playing with play dough)



Social Studies

Self, Family, and Community

- Look to caregivers for assistance, guidance, and safety
- Distinguish between familiar and unfamiliar adults
- Show an awareness of the unique attributes of people



by **24** months
most children:

OUTCOME 2

Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Language Development

Receptive Language

- Understand approximately 200 words (receptive language)
- Follow one-step directions with few adult gestures (e.g., responding to an adult saying, "Please lift your arms.")



Expressive Language

- Communicate basic needs in a way that is understood by many people outside the family or child care
- Use "please" and "thank you"
- Combine words with gestures and expressions (cues) to ensure adults understand their desires or requests (e.g., pointing to the door and saying, "Go outside.")
- Hold one-sided conversations with stuffed animals and dolls
- Start to use the plural forms of nouns and verbs
- Start to use the past tense of verbs

Literacy

Phonological Awareness

- Repeat words in rhymes and chants with prompting
- Identify familiar melodies and rhythms in music (in the way that early readers listen for sound-alike words and patterns)
- Recognize combinations of words
- Use two- to three-word sentences (e.g., "Go bye-bye," "Mommy's car")
- Repeat new words adults say

Alphabet Knowledge

- Point to pictures and groupings of words (e.g., paragraphs) in books
- Recognize simple environmental print (e.g., McDonalds' "M" and Wal-Mart "W," although they may not say the letter)
- Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a squawking duck or a crying baby)

Print Knowledge

- Open books and bring books to an adult to read
- Point out pictures in books and say the names of items in the pictures
- Actively participate in shared reading experiences by making one- or two-word comments



Comprehension and Interest

- Use words, gestures, and/or expressions to request rhymes and rhythm games from adults (e.g., asking an adult by demonstrating part of a rhyme's movement and combining the movement with words)
- Request adults to read books or certain pages in books to them (e.g., bringing a book to an adult while speaking words of request or making facial expressions that indicate the request)
- Use gestures and body actions to indicate their interest in having a book read (e.g., nodding their head, raising eyebrows, and pointing)
- Prefer to listen to familiar or favorite books multiple times (at a single setting or each day)

Emergent Writing

- Use things the way they are intended to be used (e.g. scribbling on paper rather than on table surfaces)
- Make intentional scribbles and shapes when offered paper and crayons or other writing instruments and show their drawings to others

Cognitive Development

Logic and Reasoning

- Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them
- Make simple decisions, take action, and observe the effect of their actions on others (e.g., pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts)
- Treat objects differently as they begin to understand similarity and difference (e.g., squeezing stuffed animals and throwing balls)
- Separate objects by a single feature (e.g., color)
- Match simple geometric forms (e.g., circle, square, triangle) that have the same size and orientation
- Develop learning schemes related to people and actions (e.g., saying "goodbye" and then leaving, or asking for music and then dancing to it)

Memory and Working Memory

- Demonstrate a solid understanding of object permanence (e.g., looking for a car after it enters a tunnel, finding play dough that has been put away in a cupboard)
- Purposefully put two actions together in sequence (e.g., grabbing a large ball and rolling it)



by **24** months
most children:

OUTCOME 2 Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Cognitive Development (continued)

Attention and Inhibitory Control

- Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch”
- Comply with simple two-part requests that involve waiting (e.g., “Eat your breakfast and then we’ll play with the blocks.”)



Cognitive Flexibility

- Change their behavior in response to environmental cues (e.g., when an adult sits on the floor with a book, they put down their blocks and go over to the adult to listen to the adult read)
- Change their behavior in response to their environment by using the “tools” around them (e.g., if a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy)

Mathematics

Number Sense and Quantity

- Name their first number word—typically “two” (or they hold up two fingers)
- Bring two treats when asked to get treats for two people
- Match small and large objects (e.g., counting bears to make “Mommy and Me” pairs)



Number Relationships and Operations

- Begin to say or gesture the number “two” when asked how old they are
- Put objects in accurate, one-to-one correspondence when supported by the context (e.g., placing one plastic egg into each indentation of an egg carton)
- Compare collections that are quite different in size (e.g., one that is at least twice the other)
- Notice when another child has more of something and gesture or verbalize “want more”
- Put groups of objects together and begin to subtract (i.e., share) objects by offering one or more to a friend or adult

Classification and Patterning

- Sort and match toys and other objects by attributes, such as color or size
- Form sets with objects that are similar in some properties (but not necessarily identical), such as separating groups by color

Classification and Patterning (continued)

- Make simple patterns of movement through repeated rhythmic activity
- Copy an adult’s made-up verbal pattern (e.g., “me, me, moo”)
- Recognize and begin to participate in patterns within stories and in songs

Measurement, Comparison, and Ordering

- Use words such as “big,” “small,” and “more” to indicate differences in quantity
- Understand and use general measurement words, such as “big” and “hot”
- Recognize when their food bowl is empty and gesture to indicate that fact, or say “more” or “all gone”
- Find and point to small objects (e.g., the tiny mouse on the pages of Goodnight Moon)

Geometry and Spatial Sense

- Match familiar shapes (e.g., circle, square, triangle) that have the same size and the same orientation
- Attempt to stack blocks as high or higher than themselves
- Match simple shapes (e.g., placing a shape on a shape board)
- Explore gravity (e.g., push toy cars down an incline, such as a slanted board)
- Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by gestures, such as pointing

Science

Scientific Inquiry and Application

- Make simple decisions, take action, and observe the effect of their actions on others (e.g., knocking down a tower of blocks)
- Make simple predictions about what comes next based on previous experience (e.g., predicting that “outside” time comes after their nap)
- Explore cause-and-effect relationships (e.g., pushing a button on an adult’s smart phone to change the picture)
- Use tools to collect information and to influence their environment (e.g., if a toy is on a towel, pulling the blanket to bring the toy closer)

by **24** months
most children:

OUTCOME 2
Acquiring and Using
Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Science

Knowledge of Science Concepts

- Observe and react to living things (e.g., when outside, chasing or follow a small creature, such as a butterfly, bird, or lizard)
- Explore living surfaces (e.g. rolling in grass or playing in the dirt)
- Explore representations of living things (e.g., playing with a stuffed animal and referring to it as a “doggy”)
- Explore characteristics of man-made and natural materials (e.g., playing with rocks that are bumpy and smooth, pairing mother and baby toy animals)



Social Studies

Self, Family, and Community

- Demonstrate an understanding of simple rules and prompts, such as “stop,” but often do not follow directions



Self, Family, and Community

- “Chat” with family members, although only half of the words they use may be recognizable
- Identify known people in pictures
- Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help

History and Geography

- Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch”
- Use spatial cues to find or describe the location of objects (e.g., “behind the book shelf,” “on top of the table”)

by **36 months**
most children:

OUTCOME 2
Acquiring and Using
Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Language Development

Receptive Language

- Demonstrate an understanding of descriptive words
- Respond appropriately to others' comments, questions, or stories
- Follow two-step directions that involve familiar experiences and objects (e.g., "Find your shoes and bring them to me.")



Expressive Language

- Communicate basic ideas in a way that is understood by most people
- Use a vocabulary of more than 100 words in their home language (words, signs, and/or alternative communication), including words for familiar people, objects, and animals and words that describe (adjectives)
- Expand their vocabulary by asking others to name unfamiliar objects
- Use two- and some three-syllable words
- Combine words into simple three- to four-word sentences
- Use simple adjectives in statements ("big," "little," "hard," "soft")
- Use simple adverbs in statements (e.g., "That car goes very fast!")
- Use some plurals appropriately (e.g., distinguishing between "car" and "cars")
- Ask "who," "what," "why," and "where" questions

Literacy

Phonological Awareness

- Engage in word and sound play with adults (e.g., rhymes, nonsense words)
- Distinguish between words that contain similar-sounding phonemes ("cat-mat," "pig-jig")
- Fill in repeating phrases of familiar songs, stories, and finger plays
- Sing simple songs and lullabies (such as those with repeating initial sounds)



Alphabet Knowledge

- Recognize more symbols and logos in the environment
- Recognize letters as a special form of symbol that can be individually named
- Recognize and identify a few letters in their own name

Print Knowledge

- Recognize specific books by their covers and seek out specific pages in familiar books
- Know where books are kept, take them to an adult reader, and return books to their designated place when finished
- Make scribble marks on paper and "read" the meaning they assign to the marks
- Recognize letters and numerals as a special form of symbol that can be individually named

Comprehension and Interest

- Actively participate in shared reading experiences by asking questions, making comments, and responding to prompts
- Demonstrate an interest in a variety of early literacy experiences, such as telling and listening to stories, singing and saying rhymes, and engaging with writing materials
- Demonstrate a preference for conventional books over board books
- Enjoy books about a variety of topics
- Choose to look at books, magazines, and other print materials without assistance
- Incorporate books or other print materials into their play
- Recite some words of a familiar book when read to (especially from books with repeating text)
- Recall specific characters or events from familiar stories and retell some parts of a story with prompting and support
- With modeling and support, anticipate what comes next in familiar stories

Emergent Writing

- Explore a variety of writing tools
- Describe drawings and paintings simply (e.g., "that's Mama")
- Watch when adults write
- Imitate the act of writing during play
- Use scribbles as representations of oral language (e.g., describing scribbles as writing or language by telling adult what they mean)
- Create drawings and assign meaning to them

by **36 months**
most children:

OUTCOME 2
Acquiring and Using
Knowledge and Skills

The indicators identified below are identified below but must be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Cognitive Development

Logic and Reasoning

- Make plans before attempting to solve some simple problems
- Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., rolling a car down a ramp repeatedly and observing the distance the car traveled)
- Engage in pretend play and games requiring several sequential actions (e.g., playing kickball, which requires kicking a ball, running, and then stopping at a base)



Memory and Working Memory

- Remember and communicate what happened earlier in the day; recall basic components of recent events (e.g., are able to follow a daily routine)
- Know where things are kept in familiar environments and can retrieve them when needed
- Successfully follow two-step directions

Attention and Inhibitory Control

- Wait to be handed a desired object
- Attend to specific features of objects and identify elements within a complex figure (e.g., looking at a picture of a farmyard and pointing to and naming the figures of a horse, a duck, a cat, etc.)
- Follow adult directions when given simple guidance
- Focus on topics or materials of interest despite distractions (e.g., can dump out and solve a favorite puzzle, even with other children playing in the background)

Cognitive Flexibility

- Use objects in new ways to solve a problem or meet a goal (e.g., propping up a track with a piece of chalk so a toy train can pass underneath)
- Transition from one activity to the next activity with adult support
- Adjust when necessary to brief disruptions in routines (while still preferring consistent rules and routines)
- Make use of their environment by adapting objects as "tools" (e.g., using a stick to reach something that is under a chair)

Mathematics

Number Sense and Quantity

- Verbally count to ten (or in some way indicate a knowledge of words for the from one to ten in sequence) with occasional errors
- Count up to five objects accurately
- Name and identify some written numerals
- Identify numerals as being different from letters



Number Relationships and Operations

- Use visual cues to approximate which of two sets of objects has more
- Understand that putting two sets of objects together makes "more" and taking sets of objects apart will make less
- Add and subtract with sets of objects smaller than three

Classification and Patterning

- Follow a verbal rule for sorting objects into sets
- Notice when two things share similar attributes
- Recognize and extend a simple repeating pattern (e.g., stomp-clap-stomp-clap), with modeling and support

Measurement, Comparison, and Ordering

- Compare small quantities (e.g., knowing that "two" is more than "one" or choosing the larger bowl for cereal over the smaller one)
- Know the sequence of some parts of their daily routine
- Use language to compare the sizes of objects (e.g., "big" and "little"; and "mommy," "daddy," and "baby")

Geometry and Spatial Sense

- Link or sort (put together) familiar shapes (e.g., circle, square, triangle) that have different sizes and orientation
- Build pictures or designs with two-dimensional shapes and create buildings or structures with three-dimensional shapes, such as building blocks
- Recognize and name some familiar shapes
- Understand and use basic language related to locations (e.g., "above," "below," "under," "over")

by **36 months**
most children:

OUTCOME 2
Acquiring and Using
Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Science

Scientific Inquiry and Application

- Provide simple descriptions of objects, people, and events based on observations
- Ask questions about the world around them
- Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (e.g., attempting to balance blocks on slanted surfaces, using fingers to move objects on a touch screen)
- Collect information and adapt an approach to reaching a goal by using actual objects as tools (e.g., using a stick to reach something that is under a chair)



Knowledge of Science Concepts

- Show curiosity and ask questions about the natural world
- Make observations about the characteristics of living things
- Observe and identify natural materials
- Compare and contrast properties of physical objects
- Demonstrate an understanding that different weather requires different clothing (e.g., looking outside at newly fallen snow and running to get boots and mittens)

Social Studies

Self, Family, and Community

- Follow rules and understand that there may be different rules for different contexts
- Identify themselves as members of a family or classroom and participate as active members of these communities
- Engage in pretend play and act out different settings or events that happen at home (e.g., being a doll's "daddy" and using a spoon to feed the doll)
- Identify basic similarities and differences between themselves and others



History and Geography

- Demonstrate an awareness of a daily routine
- Demonstrates an awareness of familiar buildings and signs and know their meaning (e.g., recognizing a stop sign and knowing the car must stop; says "Hey! There's the zoo")

by **48 months**
most children:

OUTCOME 2

Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Language Development

Receptive Language

- Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge
- Demonstrate an understanding of conversations by responding to questions and prompts
- Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)
- Distinguish between real and made-up words
- Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas
- Follow directions that involve multiple steps (e.g., "Please, would you get the sponge, dampen it with water, and clean your table top?")



Expressive Language

- Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors
- Pronounce new, long, or unusual words if they have modeling and support
- Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs
- Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites
- Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text
- Experiment with using new words in conversation
- Use longer, more increasingly complex sentences, including complete four- to six-word sentences
- Use, with modeling and support, more complex grammar and parts of speech, including common prepositions, regular plural nouns, correct subject-verb agreement, pronouns, and possessives
- Continue to ask "who," "what," "why," and "where" questions

Literacy

Phonological Awareness

- Demonstrate an awareness of words as separate units
- Identify whether two words rhyme
- Engage in rhyming games and songs; can complete a familiar rhyme
- Orally blend and segment familiar compound words, with modeling and support
- Comprehend and use new words introduced within thematic units, stories, and daily activities

Alphabet Knowledge

- Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print
- Produce the sound for some of the letters they recognize
- Recognize, with modeling and support, their own name or other common words in print
- Recognize words that start with the same letter as their name

Print Knowledge

- Hold a book in correct orientation and turn pages from front to back, usually one at a time
- Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")
- Imitate the act of reading a book and demonstrate appropriate book-handling skills
- Handle and care for books in a respectful manner

Comprehension and Interest

- Enjoy and ask to engage in book reading, book writing, or other literacy-related activities
- Explore a variety of literary genres, such as fiction, fantasy, informational texts
- Share opinions about what they did or did not like about a book or story
- With assistance and support, engage in writing activities (e.g., labeling a picture)
- Begin to understand the sequence of a story
- With support, retell or reenact familiar stories with pictures or props as prompts



by **48 months**
most children:

OUTCOME 2 Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Literacy (continued)

Comprehension and Interest

- Ask and answer questions about main characters or events in a familiar story
- With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed
- With modeling and support, demonstrate knowledge from informational texts
- Respond to the question "what made you think so?" in response to their ideas about books and stories, with more depth and detail



Emergent Writing

- Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas
- With modeling and support, write some letters
- With modeling and support, write numerals one through nine
- Use letter-like symbols to create written materials during play or to express an idea
- Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)
- Dictate ideas, sentences, and stories
- With modeling and support, discuss or answer questions about their writing and drawings

Cognitive Development

Logic and Reasoning

- Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)
- Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple)
- Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled)
- Sort objects and then count and compare the groups formed



Memory and Working Memory

- Communicate with some detail about events that happened in the past
- With support, retell or reenact familiar stories, including such details as characters, phrases, and events
- Put several objects or groups in order by a quantitative attributes (number, length, etc.)
- Solve simple word problems with totals of five or fewer items (e.g., concluding that they have a total of four pencils if they already have three and are given one more)
- Successfully follow three-step directions

Attention and Inhibitory Control

- With adult support, avoid imitating the negative behavior of another child
- With adult reminders, wait to communicate information in a group
- Focus on increasingly complex topics for longer periods of time
- Return to complete a task if interrupted
- Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)
- Solve simple arithmetic problems
- Build block buildings and include such structural features as arches and ramps

Cognitive Flexibility

- Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)
- Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom)
- Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower's greater stability by building it on the floor rather than on a thick rug)
- Continue to count when another item is added to a set
- Understand that not all children want the same things

by **48 months**
most children:

OUTCOME 2

Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Mathematics

Number Sense and Quantity

- Quickly name the number in a group of objects, up to four
- Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors
- Use strategies to accurately count sets of up to 10 objects
- Understand that the last number counted represents the number of objects in a set
- Associate a quantity with a written numeral up to five
- Recognize and write some numerals up to 10

Number Relationships and Operations

- Understand that a entire set of objects is more than its parts when the set is divided into smaller groups
- Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five
- Use one-to-one correspondence to compare small sets of similar objects

Classification and Patterning

- Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)
- Classify everyday objects that go together (e.g., mittens, hats, coats)
- Demonstrate recognition of a simple, repeating pattern
- Replicate, complete, and extend repeating patterns
- Recognize, name, and extend basic growing (or enlarging) patterns (e.g., "one more")

Measurement, Comparison, and Ordering

- Compare two small sets of objects (five or fewer)
- Make small series of objects (e.g., putting three or four objects in order by length)
- Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)
- Use multiple copies of the same unit to measure (e.g., seeing how many "building blocks high" a pillow fort is)
- Use comparative language (e.g., "shortest," "heavier," "biggest")



Geometry and Spatial Sense

- Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to create an image of a snowman)
- Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)
- Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks
- Name familiar two-dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation
- Use basic language to describe their location (e.g., "I am under the bed.")
- Correctly follow directions involving their own positions in space (e.g., "move forward," "sit behind," etc.)

Science

Scientific Inquiry and Application

- Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different)
- Make simple predictions and plans to carry out investigations
- Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)
- Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier)

Knowledge of Science Concepts

- Demonstrate an understanding of the differences between living and non-living things
- Describe how living things change over time
- Understand the characteristics of and differences between habitats for people and habitats for animals
- Investigate the properties of natural elements and provide simple descriptions
- Use observable characteristics to describe and categorize physical objects and materials based on differences or similarities



by **48 months**
most children:

OUTCOME 2
Acquiring and Using
Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Social Studies

Self, Family, and Community



- Share information about their family and community
- Demonstrate an awareness of and appreciation for family and cultural stories
- Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.")
- Demonstrate an awareness of group rules and the outcomes of choices
- Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)
- Engage in pretend play using objects as representations of something else (e.g., string as a fireman's hose or an empty plate that serves "dinner")
- Identify and ask questions about similarities and differences between personal, family, and cultural characteristics
- Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying "That man is nice," or "She has red hair.")

History and Geography

- Communicate about personal history (e.g., "When I was little . . .")
- Use such words as "today" or "day" and "night"
- Communicate with increasing specificity about the location of objects and areas at school and home

by **60 months**
most children:

OUTCOME 2

Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Language Development

Receptive Language

- Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas
- Respond appropriately to a specific and varied vocabulary
- Follow detailed, multi-step directions (e.g., "Put away your toys, wash your hands, and come to the table.")



Expressive Language

- Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors
- Expand their vocabulary with words of increasing specificity and variety
- Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words
- Use increasingly complex, longer sentences, including sentences that combine two or three phrases
- Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs

Literacy

Phonological Awareness

- Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name
- Produce words (real or nonsense) that rhyme with other common words (e.g., "dance, prance, krance")
- Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)
- Blend and delete compound words without the support of pictures or objects (e.g., "butterfly, butter crunch, butter sandwich, butter bear")
- With modeling and support, identify, blend, and segment syllables in spoken words
- With modeling and support, delete the onsets of words (e.g., "pair-air, fruit-root")
- With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard "c" sound with "-ook" to make "cook")



Alphabet Knowledge

- Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print
- Produce the sound for many of the letters they recognize
- Correctly sort letters and find words that contain specified letters
- Demonstrate an understanding that strings of letters represent a sequence of spoken sounds

Print Knowledge

- Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page
- Describe roles of authors and illustrators and connect books to specific authors or illustrators
- Identify familiar words in books and the environment
- Recognize their own printed name and those of their siblings or friends

Comprehension and Interest

- Attend to and request longer and more complex books or stories
- Engage in independent writing activities during routine times, such as pretending to write in their own journal
- Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)
- Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories
- Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships
- Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs)
- With guidance and support, relate events and information from stories to their own experiences

by **60 months**
most children:

OUTCOME 2

Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Literacy

Emergent Writing

- With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms
- Write their first name nearly correctly (may switch the order of letters or write some letters backwards)
- Use invented spelling
- With modeling and support, write numerals one through twenty
- With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question
- Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant "order" in a dramatic play area, writing a grocery list)



Cognitive

Logic and Reasoning

- Solve complex problems by planning and carrying out a sequence of actions
- Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)
- Explain their reasoning behind a strategy or choice and why it worked or didn't work



Memory and Working Memory

- Accurately recount past experiences in the correct order and include relevant details
- Retell a familiar story in the proper sequence, including such details as characters, phrases, and events
- Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?")
- Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)
- Solve simple word problems with totals of 10 or fewer items (e.g., concluding that they have nine grapes if they have seven and are given two more)
- Successfully follow detailed, multi-step directions

Attention and Inhibitory Control

- Without adult reminders, wait to communicate information in a group
- Maintain focus on a project for a sustained period of time and over several days
- Return with focus to an activity or project after having been away from it for a period of time
- Demonstrate an awareness of important activities that are "coming up" or "in the near future" (e.g., keeping track of the days until a birthday or vacation trip) as a strategy

Cognitive Flexibility

- Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains)
- Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)
- Reconstruct a pattern using different materials or modalities
- Sort by more than one attribute (e.g., color and shape) into two or more groups
- Correctly add an object to an existing series (e.g., of increasing lengths)

Mathematics

Number Sense and Quantity

- Quickly name the number in a group of objects, up to 10
- Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern
- Use strategies to count large sets of objects (more than 10)
- Know the number that comes before or after a specified number (up to 20)
- Recognize and order each written numeral up to 10
- Associate a quantity with a written numeral up to 10



Number Relationships and Operations

- Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other
- Understand that adding one or taking away one changes the number in a group of objects by exactly one
- Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller

by **60 months**
most children:

OUTCOME 2

Acquiring and Using Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Mathematics

Classification and Patterning

- Sort objects by more than one attribute (e.g., color *and* shape) into two or more groups
- Sort sets of objects by one characteristic, then sort by a different characteristic and explain the sorting rules (e.g., "These are all of the red ones, but these are all of the big ones.")
- Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)
- Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)
- Replicate and extend simple growing (or enlarging) patterns

Measurement, Comparison, and Ordering

- Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)
- Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)
- Use measurement language to describe the attributes of objects (e.g., "This is three-blocks long.")

Geometry and Spatial Sense

- Describe and compare shapes using their attributes (e.g., "A triangle has three sides, but a square has four.")
- Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)
- Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks
- Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)
- Correctly name some three-dimensional shapes (e.g., cube, cone, cylinder)
- Understand and use language related to directionality, order, and the position of objects, such as "up," "down," "in front," and "behind"



Science

Scientific Inquiry and Application

- Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat)
- Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes
- Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)

Knowledge of Science Concepts

- Describe the characteristics that define living things
- Observe the similarities, differences, and categories of plants and animals
- Ask and answer questions about changes in the appearance, behavior, and habitats of living things
- Use increasingly complex vocabulary to describe natural elements
- Differentiate between natural and man-made materials
- Describe changes that occur in the natural environment over time
- Make observations about physical properties of objects, the motion of toys and objects, and changes in matter

Social Studies

Self, Family, and Community

- Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs)
- Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for example, by acting out family or community roles and events
- Demonstrate an understanding that "fairness" involves taking turns and sharing roles



by **60 months**
most children:

OUTCOME 2
Acquiring and Using
Knowledge and Skills

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Social Studies

Self, Family, and Community (continued)



- Engage in peer conflict resolution with increasing independence
- Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying "That boy is bigger than me!")

History and Geography

- Use such terms as "today," "tomorrow," and "next time" with some accuracy
- Use and understand concepts of "before" and "after"
- Recognize the passage of time through day-and-night cycles and through changing seasons
- Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school)
- Create drawings of home and school
- Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)
- Identify familiar landmarks (police or fire station, grocery store)

by **9 months**
most children:

OUTCOME 3
Takes appropriate action to
meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Physical Health and Development

Health and Safety Practices



- Sustain physical activity for at least three to five minutes at a time
- Participate in simple movement games with an adult (e.g., following a moving object or person with their eyes or body)
- Express discomfort or anxiety in stressful situations
- Demonstrates a recognition of the difference between their primary caregiver and a stranger
- Fuss or cry when hungry and quiet down when picked up to be fed in a timely manner
- Coordinate sucking and swallowing
- Assist with self-feeding by holding a bottle or breast; turn their head away when full
- Explore food with their hands and fingers (e.g., crackers and other easy-to-handle foods)
- Accept most basic care routines administered by adults (e.g., gum cleansing or nose wiping)
- Relax during bathing routines
- Babble or coo after diapering
- Indicate their needs and wants (e.g., wanting food or a dirty diaper to be changed)

Gross Motor Development

- Reach and play with toys while sitting
- Reach for objects and bring them to their mouth
- Pound on a table and other objects
- Roll both ways (front to back and back to front)
- Get into sitting position without help while lying down or crawling
- Sit without support
- Pull up to a standing position
- Shift between lying down, sitting, and balancing on their hands and knees
- Crawl

Fine Motor Development

- Hold onto a toy when it is handed to them
- Reach for, grasp, and shake things
- Bring hands and objects to their mouth
- Transfer a toy from one hand to another
- Pat, shake, or hit objects
- Mimic a hand clap or wave
- Grasp objects with their thumb, index, and middle fingers (i.e., using pincer grip)
- Bring their hands to their midline (i.e., moving hands towards each other over the middle of their body)

by **18 months**
most children:

OUTCOME 3
Takes appropriate action to
meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Physical Health and Development

Health and Safety Practices

- Participate in active physical play with an adult
- Watch and often run when they see older children running
- Attempt to try new games and toys
- Stand with feet wide apart and sway to the sound of music
- Sometime respond appropriately to redirection given by an adult caregiver
- Point to food when wanting more
- Feed themselves finger foods
- Drink from a cup with some spilling
- Drink from a straw
- Use a spoon with some spilling
- Accept more involved care routines administered by adults (e.g., tooth brushing)
- Participate in hand- washing with assistance
- Participate in dressing or attempt to dress themselves
- Remove some clothing
- Use gestures, body language, or vocalizations to seek out help from an adult



Gross Motor Development

- Squat to pick up toys or other objects
- Jump with feet apart
- Carry a toy while walking
- Stand on one foot with assistance
- Move from one place to another by walking
- Sometimes run instead of walk
- Walk upstairs holding an adult's hand or crawl upstairs on hands and knees

Fine Motor Development

- Turn the pages of books and point to pictures while being read to
- Hold objects in both hands
- Pick up very small objects with their index finger and thumb
- Bang two toys together
- Play pat-a-cake without much help (such as someone moving their hands for them)
- Begin to stack two to three blocks
- Grab and hold large writing objects, such as crayons, with their whole fist
- Scribble spontaneously on paper

by **24** months
most children:

OUTCOME 3
**Takes appropriate action to
meet needs**

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Physical Health and Development

Health and Safety Practices

- Wield larger toys with some accuracy (e.g., pounding on a pegboard and pegs or on a pounding board)
- Back into a chair to sit down
- Squat while playing
- Carry a large toy while walking or playing
- Run after older children who are running
- Respond appropriately to redirection by adults unless too caught up in a game or emotion
- Demonstrate a beginning understanding when adults say "stop" or "danger" by stopping or listening to adults
- Hold hands briefly with adults when walking but often break contact when distracted by another person or object
- Feed themselves with spoon and fork (with some spilling) if early self-help skills are valued and taught in their family culture
- Drink from a cup (with some spilling) if early self-help skills are valued and taught in their family culture
- Participate in some self tooth brushing while an adult is helping them brush their teeth
- Indicate choices in clothes and shoes by gesturing or using simple words
- Have limited control over bowels and bladder
- Use a tissue when offered by an adult to wipe nose, face, or hands

Gross Motor Development

- Bend or stoop over to pick up a toy or other object
- Pull toys behind themselves
- Climb onto and off of couches, chairs, large rocks, or logs
- Roll a large ball
- Toss a ball into a large container
- Sit on and move small-wheeled riding toys
- Run sturdily
- Walk up steps with some help
- Walk backwards
- Walk on tiptoes



Fine Motor Development

- Open cabinets, drawers, and boxes
- String large beads
- Turn containers over to empty out the contents
- Remove lids from containers
- Stack four to six large blocks/cubes
- Attempt snipping with scissors
- Hold large writing objects, such as crayons, in an approximate thumb-and-finger grip
- Make spontaneous dots, lines, and wobbly circles when painting or drawing
- Fold paper approximately in half

by **36 months**
most children:

OUTCOME 3
Takes appropriate action to meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Physical Health and Development

Health and Safety Practices

- Sustain physical activity for at least 15 minutes at a time for at least 30 minutes total each day
- Participate in outdoor play
- Try new games and toys without assistance
- Actively participate in games and dances
- Recognize or identify some harmful or unsafe objects and situations
- Stop a behavior in response to direction by an adult
- Understand and participate in the routine of holding hands with an adult when walking in public places
- Seek an adult's help in some unsafe or dangerous situations
- Understand the difference between food and non-food items
- Recognize when foods are new to them and choose whether to taste or not
- Cooperate and assist with tooth brushing
- Wash hands with assistance
- Dress or undress with minimal assistance
- Sit on a toilet
- Obtain and use tissues to wipe their nose, face, or hands
- Indicate when not feeling well



Gross Motor Development

- Play "catch" using a large rubber ball
- Throw underhand with some direction
- Climb on outdoor play equipment
- Change direction while walking or running
- Stop suddenly after running (displaying increased coordination and regulation of large muscles)
- Climb upstairs using alternating feet; walk downstairs, placing both feet on one step before approaching each subsequent step down
- Jump forward at least six inches
- Move in, under, and over objects in the environment with ease

Fine Motor Development

- String large beads onto shoe laces
- Turn knobs and unscrew lids, put lids on post, unwrap candy, etc.
- Put three or four pieces into a puzzle board
- Dig and scoop sand or water
- Use scissors
- Hold a pencil in an approximate thumb-and-finger grip
- Attempt to copy a drawn circle
- Attempt to imitate a drawn cross
- Attempt to imitate a horizontal and vertical stroke

by **48 months**
most children:

OUTCOME 3
Takes appropriate action to
meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Physical Health and Development

Health and Safety Practices

- Carry bags or objects over short distances
- Practice kicking, throwing, and running
- Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation
- Understand the difference between "safe touch" and "unsafe touch," especially if previously instructed
- Tell what the consequences are of unsafe behaviors
- With adult assistance, look both ways before crossing the street
- Help with mealtime routines, such as setting a table
- Brush their teeth with assistance from an adult
- Wash and dry hands with verbal prompts and support
- Attempt dressing and undressing
- Put their shoes on but may need assistance with tying them
- Choose their own clothes to wear
- Use a toilet
- Cover their mouth when coughing



Gross Motor Development

- Pedal a tricycle
- Aim and throw a ball overhand toward a target
- Bounce a ball
- Hit a stationary ball with a plastic or foam bat
- Use arms and legs in a coordinated manner to "pump" on a swing
- Jump off a bottom step with two feet
- Jump with two feet over small objects
- Run up to a ball and kick it while maintaining balance
- Walk or run around obstacles and corners
- Walk up and down stairs, alternating feet
- Understand the position or orientation of their body to other objects and people

Fine Motor Development

- String small beads onto shoe laces
- Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)
- Use scissors with purpose
- Hold a regular pencil using an adult grip
- Imitate a horizontal and vertical stroke
- Imitate a drawn cross
- Imitate a drawn circle
- Write letter or numeral-like forms

by **60 months**
most children:

OUTCOME 3
Takes appropriate action to
meet needs

The indicators identified below cannot be viewed in isolation but must be considered in conjunction with other indicators, as a measure of a child's ability to take meaningful action within each outcome.

Physical Health and Development

Health and Safety Practices

- Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)
- Follow safety rules with adult assistance
- Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas
- Follow emergency routines after adult instruction
- Understand the consequences of not following rules related to safety
- Help in preparing snacks and meals
- Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)
- Dress or undress
- Manage zippers, buttons, buckles, and Velcro
- Tell an adult caregiver when tired



Gross Motor Development

- Catch a small ball with two hands
- Bounce a ball and catch it
- Aim and throw a ball with some accuracy
- Hop forward on one foot without losing balance
- Walk along a beam or edge
- Gallop
- Skip
- Run with control and balance, making quick turns without losing speed and quick stops
- Demonstrate how their body can move forward, backward, left and right
- Demonstrate how their body can move fast or slow

Fine Motor Development

- Fold a piece of paper with accuracy and symmetry
- Work a puzzles of up to 10 pieces
- Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)
- Hold paper and begin to cut with scissors along a straight line
- Draw recognizable shapes
- Write some letters and numerals