Objectives for Development & Learning: Birth Through Kindergarten

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Acknowledgments

We would like to give special thanks to the people who use this book. The successes and frustrations that you shared helped us understand your challenges. We have tried to respond to your needs.

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The creation of Teaching Strategies GOLD™ was an ambitious undertaking that would not have been possible without a unified effort. We recognize the entire staff of Teaching Strategies who used their relentless energy to make this product the best for our users. A special thank you to Margot Ziperman, Production Manager, and our Creative Services team, who were so focused on designing a beautiful and engaging product. We also thank Rachel Friedlander Tickner for her detailed work on the references.
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Foreword

It gives me great pleasure to introduce Teaching Strategies GOLD™, our innovative assessment system for children birth through kindergarten. Developing this system has been a long and exciting journey with many contributors who passionately share our belief that ongoing, authentic, observational assessment can be part of meaningful everyday experiences in the classroom and that it supports effective teaching.

We began by identifying the objectives that are most predictive of future school success and that are linked to state early learning standards. Now teachers can be assured that they are focusing on the objectives that are most important to children’s development and learning, and they can read summaries of the extensive research findings that explain each objective. This new assessment system, available online and in print, can be used with any developmentally appropriate curriculum.

There are many special aspects of Teaching Strategies GOLD™:

- It is a seamless system that spans birth through kindergarten, so teachers do not have to struggle with the question of when to change from a system for infants, toddlers, and twos to a system for preschool children. Information about a child can be passed to the child’s next teachers as he or she moves from an infant room all the way through the kindergarten classroom.

- There are two objectives for English language acquisition, and it offers guidance on assessing children who do not speak English.

- It includes Spanish language and literacy objectives for children whose home language is Spanish. This enables teachers to assess and support English- and dual-language learners.

- Objectives address all areas of development (social–emotional, physical, language, and cognitive) as well as content learning in literacy, mathematics, science and technology, social studies, and the arts.

- The color-coded progression for each objective helps teachers see the full range of development and learning at once, enabling them to work with any child, at whatever level, including children with disabilities.

- For each objective, a list of teaching strategies shows teachers how to help children make progress.

- A variety of purposeful tools help teachers gather assessment data in quick and meaningful ways.

- Assessment Opportunity Cards™ support integrated, play-based experiences that enable teachers to focus their observations more accurately for particular literacy and numeracy objectives.

- Model portfolios enable teachers to establish interrater reliability, so teachers know they are using the assessment system accurately.
This is not our first assessment venture. Since I founded Teaching Strategies in 1988, we have recognized that, to plan instruction that supports the learning and development of every child successfully, teachers need a system of ongoing assessment that helps them gather important information about each child. While Teaching Strategies GOLD™ is an innovative assessment system, several aspects are consistent with our previous work:

**Authentic, observation-based assessment**—The best way to capture what children know and can do is by observing them in the context of their everyday experiences and by documenting how these observations relate to objectives. The skills that many teachers have already gained are also used with Teaching Strategies GOLD™.

**Assessment as an ongoing cycle**—Teachers 1) observe and collect facts; 2) analyze the documentation they have collected and then respond by scaffolding children's learning and planning instruction; 3) evaluate each child's progress; and 4) summarize, plan for, and communicate children's progress to families and others.

**A progression of development and learning**—Our new assessment system continues to explain the typical sequence in which children's knowledge, behaviors, and skills advance.

**The role of objectives**—Objectives for development and learning are the starting point for assessment, as they have always been. Teachers use them to focus their observations, think about what they learn, and respond appropriately.

**Progress checkpoints**—Although assessment is ongoing and teachers use what they learn each day, teachers pause three (or four) times a year to review what they have learned and to summarize a child's skills and behaviors at those points in time.

The teacher is the most important factor in how children experience the care and education they receive in early childhood programs. Your knowledge of each child and your ability to support each child's optimal development and learning helps you achieve positive outcomes for all of the children in your program. Every day in the classroom, in all of your interactions with children, you have opportunities to address the 38 objectives in the Teaching Strategies GOLD™ assessment system and to help children become enthusiastic, engaged, and successful learners. Every day, you make hundreds of decisions about what to teach, when to teach it, what instructional strategies to use, the materials that will interest and appropriately challenge children, and how to respond to the individual strengths and needs of each child.

Objectives for Development and Learning: Birth Through Kindergarten is the foundation of Teaching Strategies GOLD™. It shows the learning progressions in each developmental area from birth through kindergarten. It is your essential resource to use with any developmentally appropriate curriculum. The assessment system enables you to follow each child's development and learning and to use what you learn to ensure that every child does progress. I feel confident that the use of this new assessment system will go far in helping all early childhood educators to support children's learning and development and to build a foundation for each child's success in school and in life.

Diane Trister Dodge  
Founder and President  
Teaching Strategies, Inc.
Introduction

*Teaching Strategies GOLD™* is an authentic, observational assessment system for children from birth through kindergarten. It is designed to help you get to know children well—what they know and can do, and their strengths, needs, and interests. With this information, you can guide children’s learning by planning engaging experiences that are responsive to individual and group needs.

The *Teaching Strategies GOLD™* assessment system blends ongoing, authentic, observational assessment for all areas of development and learning with intentional, focused, performance-assessment tasks for selected predictors of school success in the areas of literacy and numeracy. This seamless system for children birth through kindergarten is designed for use as part of meaningful everyday experiences in the classroom or program setting. It is inclusive of children with disabilities, children who are English-language or dual-language learners, and children who demonstrate competencies beyond typical developmental expectations. *Teaching Strategies GOLD™* recognizes that young children’s development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping. The assessment system may be used with any developmentally appropriate curriculum; it is not linked exclusively to a particular curriculum.

The **primary purposes** of the *Teaching Strategies GOLD™* assessment system are to help teachers

- observe and document children’s development and learning over time
- support, guide, and inform planning and instruction
- identify children who might benefit from special help, screening, or further evaluation
- report and communicate with family members and others

The **secondary purposes** are to help teachers

- collect and gather child outcome information as one part of a larger accountability system.
- provide reports to administrators to guide program planning and professional development opportunities.

*Teaching Strategies GOLD™* is not designed as a screening or diagnostic tool, a readiness or achievement test, or a teacher- or program-evaluation tool. For accountability purposes, the information obtained should be used as just one part of a larger system of data collection for decision making.

The following pages provide an overview of *Teaching Strategies GOLD™* assessment system, descriptions of each component of the assessment system, and a discussion of how to use the components of *Teaching Strategies GOLD™* during the assessment cycle.
Overview of *Teaching Strategies GOLD™* Assessment System

When you implement an assessment system, you follow a systematic process, or cycle. Think of the steps of the *Teaching Strategies GOLD™* assessment cycle as a way to find answers to these questions:

- What does this child know, and what is he or she able to do?
- How does this relate to important objectives for development and learning? How do I scaffold this child’s learning?
- Is this child making progress? How do this child’s skills and behaviors compare to those of most children in his or her age-group?
- How can I summarize what I know about this child and use it to plan and communicate with others?

These questions are the focus of each part of the *Teaching Strategies GOLD™* assessment cycle. Each part of the cycle requires teachers to undertake a different task:

1. **Observe and collect facts** through observation and documentation.
2. **Analyze and respond** to children by considering their skills in relation to specific objectives and then scaffolding their learning.
3. **Evaluate** by comparing a child’s skills and behaviors to research-based indicators of learning and development.
4. **Summarize, plan, and communicate**, making use of the collected information to plan experiences and share with others.

*Teaching Strategies GOLD™* includes four components, or tools, to use during the assessment cycle:

- **Objectives for Development & Learning: Birth Through Kindergarten**
- **Child Assessment Portfolio**
- **Assessment Opportunity Cards™** (optional)
- **On-the-Spot Observation Recording Tool** (optional)

**Objectives for Development & Learning: Birth Through Kindergarten** is the background, or reference, document that you use to learn about the related research and typical progression of development and learning for each objective, the expectations for each age-group, and examples of strategies that promote learning. The *Child Assessment Portfolio* is used to record and document assessment information throughout a year. *Assessment Opportunity Cards™* offer 10 carefully selected, developmentally appropriate activities that can be integrated into everyday classroom experiences to help you focus your observations and collect information related to particular objectives. The *On-the-Spot Observation Recording Tool* is a practical checklist that captures information about children quickly, thereby streamlining the documentation process.
The Components of *Teaching Strategies GOLD™*

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Thirty-six objectives are organized into nine areas of development and learning. The first four are major areas of child development and learning:

- Social–Emotional
- Physical
- Language
- Cognitive

The content learning that is usually identified in early learning standards are organized in the following five areas:

- Literacy
- Mathematics
- Science and Technology
- Social Studies
- The Arts

A further breakdown of the large-muscle physical objectives can be found on pages 203–206. Sometimes teachers have questions or concerns about a child’s physical development. You may be curious about the way a child walks or runs or how a child is trying to kick a ball. A child might seem to struggle, so you want to know how to support development appropriately, understand the usual sequence of development, and find out what teaching strategies will be most effective. In such instances, it is helpful to examine the development of gross-motor skills in more detail. These optional dimensions for Objectives 4–6 show the sequence of development for walking, running, galloping and skipping, jumping, hopping, throwing, catching, and kicking.

Objectives for Development & Learning: Birth Through Kindergarten is based on an extensive review of the most current research and professional literature in the field of early childhood education. This resource includes several sections:

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**Objectives for Development & Learning**

**Birth Through Kindergarten**

Child development and learning is complex. It would be overwhelming to try to measure every skill and behavior that children demonstrate in these early years. The *Teaching Strategies GOLD™* assessment system measures the knowledge, skills, and behaviors that are most predictive of school success. In addition, *Teaching Strategies GOLD™* helps you focus on competencies valued in state early learning standards and standards of professional organizations. The tool has 38 objectives, including 2 objectives related to English language acquisition.

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A list of the objectives and dimensions can be found on pages xxx–xxxi.
The overview of each area of development and learning explains the research about why the area is important. The objectives included in the area are listed in a shaded box.

The research foundation page for each objective summarizes the important research findings related to the objective. It provides a broad picture of development and learning from birth through kindergarten, and it explains what is being measured and why. Cultural and linguistic considerations, as well as considerations for children with disabilities, are included in this foundation.

### Objective 1  Regulates own emotions and behaviors

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<tr>
<th>a. Manages feelings</th>
<th>Not Yet</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>Uses adult support to calm self</td>
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<td>- Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice</td>
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<td>- Turns away from source of overstimulation and cries, but is soothed by being picked up</td>
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<td>Comforts self by seeking out special object or person</td>
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<td>- Gets teddy bear from cubby when upset</td>
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<td>- Sits next to favorite adult when sad</td>
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<td>Is able to look at a situation differently or delay gratification</td>
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<td>- When the block area is full, looks to see what other areas are available</td>
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<td>- Scowls, “I didn’t get to paint this morning.” Pauses and adds, “I have an idea. I can paint after snack.”</td>
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<td>Controls strong emotions in an appropriate manner most of the time</td>
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<td>- Asserts, “I’m mad. You’re not sharing the blocks! I’m going to play with the ramps.”</td>
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<td>- Says, “I’m so excited! We’re going to the zoo today!” while jumping up and down</td>
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Progressions of development and learning include indicators and examples based on standard developmental and learning expectations for various age-groups and for classes or grades.

The rating scale (numbers above each box) is used to assign a value to the child’s level on a particular progression. The “in-between” boxes allow for more steps in the progression, so teachers can indicate that children’s skills are emerging in this area but not yet solid. These in-between ratings also enable you to indicate that a child needs adult support (verbal, physical, or visual) to accomplish the indicator.
Colors are used to indicate the age or class/grade ranges for these expectations. Red, orange, and yellow code each year of life for the first 3 years. Green, blue, and purple code classes/grades for the next 3 years.

Birth to 1 year

1 to 2 years

2 to 3 years

Preschool 3 class

Pre-K 4 class

Kindergarten

Notice that some colored bands of a progression are longer or shorter than others. Some bands begin in the “Not Yet” category. While there is a typical progression for each objective, it is not rigid; development and learning are uneven, overlapping, and interrelated. Sometimes a skill does not begin to develop until a child is 2 years old, and another skill may not emerge until age 3 or 4. For example, the colored bands show you at a glance that it is typical for children to enter the pre-K year with a particular skill emerging at level 5 and then for the children to progress to level 8 by the end of the year if they are given appropriate support and experiences.

Finally, the strategies page for each objective offers ways to promote development and learning in relation to the objective.
The pages mirror the progressions in *Objectives for Development & Learning*. The examples are not included in the *Child Assessment Portfolio*. Mark the boxes to indicate a child’s level at three or four checkpoints during the year.

Use the *Child Assessment Portfolio Summary Form* to summarize ratings at the objective level, in order to share that information with administrators.

**On-the-Spot Observation Recording Tool**

The *On-the-Spot Observation Recording Tool* is a checklist that enables you to collect information quickly, either for one child or a group of children. It is designed to streamline the overall process of recording information about physical development, literacy, and mathematics. Use this tool when you are involved with children in the classroom or outside and need to note a date when a behavior or skill was observed.

Use it this way:

1. Focus your observations on particular objectives.
2. Turn to the appropriate objectives in the tool and write the date or a check mark under the indicator that best describes the child’s skills and behaviors.
3. At progress checkpoints, refer to both the *On-the-Spot Observation Recording Tool* and your other forms of documentation before making your final ratings.
Assessment Opportunity Cards™

Teaching Strategies GOLD™ supports authentic assessment. You observe and document children’s learning as they use their skills during meaningful experiences. Sometimes it is more effective and efficient to plan a small-group or individual experience to capture the information you need. For example, observation notes alone might not be an accurate way to determine exactly what letters of the alphabet a child knows. It may also be very difficult to structure additional opportunities for children to practice these skills. For some objectives, you need additional chances to conduct focused observations.

Conducting a focused observation during a learning experience planned for that purpose is called performance assessment.

The 10 Assessment Opportunity Cards™ explain how to structure additional opportunities for children to demonstrate what they know and can do in relation to particular literacy and numeracy objectives. These experiences are integrated into everyday classroom activities and are designed with the preschool and kindergarten child in mind. Because these activities are not removed from the children’s general classroom experience, they are also authentic. Teachers should support and scaffold children’s learning during these activities.

Objective

Materials needed and basic directions

Guidance for adapting the activity to accommodate special needs

Progression from Child Assessment Portfolio

Teacher directions for conducting the activity at each level

Guidance for assessing progress on related objectives

![Assessment Opportunity Cards](image-url)
The assessment process should be the same for all children. Using the same widely held developmental and learning expectations for all children helps teachers encourage every child to reach his or her full potential. In addition, such an assessment process enables teachers to identify learning and developmental lags and gaps in order to provide appropriate interventions and learning experiences.

The *Teaching Strategies GOLD™* assessment system illustrates the predictable sequence of development and learning of most young children. To ensure that all children—including those with disabilities—are making progress, teachers recognize the many emergent skills that precede the development of typical skills from birth through the end of kindergarten. *Objectives for Development & Learning* shows wide ranges of progressive skills and behaviors for the objectives. The progressions serve as a guide to determine how all children are progressing in nine areas of development and learning, while acknowledging that children show what they know in different ways. The progressions emphasize to teachers that all children have knowledge, skills, and behaviors upon which to build.

*Teaching Strategies GOLD™* helps you identify children who may be struggling in some areas of development and learning. In general, the developmental rates of children with disabilities tend to be more unpredictable than the rates of children without disabilities. Children demonstrate their abilities in various ways as well. You can identify supportive strategies, such as offering small-group work or other materials, to make it easier for children to participate and make progress through daily experiences.

Using *Teaching Strategies GOLD™* to assess children with disabilities provides significant benefits for a number of reasons:

- It involves families in the assessment process.
- It identifies a child’s skills and abilities and minimizes the impact of the disability on the results.
- It emphasizes what a child can do. Because incremental rates of progress are documented within a broad range of development and learning tasks, it guides teachers to understand next steps in development.
- It is a strengths-based tool. A child can demonstrate skills and behaviors within the various levels of each objective and its dimensions. It provides an ongoing record of what a child can do at every checkpoint.
- It uses universal language that reflects an understanding that children show what they know in various ways. Discrete skills are replaced by functional objectives.
Meeting the Needs of Children With Disabilities

Because the Teaching Strategies GOLD™ assessment system provides a picture of predictable development over more than 6 years, children whose skills and abilities are emerging and developing at an uneven or less-predictable rate are able to show progress. When using the Objectives for Development & Learning to assess children with disabilities, consider the intent of each objective as it applies to individual children. Observe how each child progresses toward meeting the objective while using individualized modifications, assistive devices, or adult supports as necessary. For example, a child with a physical impairment might use a walker or a wheelchair to move around the classroom. The intent of Objective 4, “Demonstrates traveling skills,” is that the child is able to move or propel him- or herself to get where he or she wants to go. Any means that a child uses (e.g., adaptive equipment, scooting, or crawling) meets the intent of the objective. Children with significant disabilities may appear to stay on a single level for a long time. The use of a supplemental assessment instrument may help the child’s team identify incremental changes that are taking place. For example, a child with a physical disability may need a more specific checklist for gross-motor development so you are better able to intervene and show progress. On all of the other objectives, the child may be developing typically, so collecting the same documentation as you would for other children may be fine. The use of supplemental tools to address specific questions and concerns can provide additional information for planning instruction and monitoring progress. Gathering data from multiple sources at different points in time gives a better picture of each child’s development and learning.

Teaching Strategies GOLD™ can be used to support tiered models of supportive instruction and individualize intervention by identifying a child’s strengths in relation to classmates. You can design learning experiences and group children in ways that support skill building and practice. For some children, Teaching Strategies GOLD™ can help identify areas of strength and need so that collaborative teams of educators, professionals, and family members can design more explicit interventions to assist with skill attainment and expansion.

You can use Objectives for Development & Learning to guide the development of Individualized Education Program (IEP) goals for children. The objectives are not IEP goals, themselves, but they can be used to identify the skills that a child needs to strengthen in order to meet IEP goals. IEP goals are often similar to the objectives in that they identify interrelated and progressive skills that help a child participate and progress in the general curriculum.
Assessing English- and Dual-Language Learners

English- and dual-language learners are children who are developing the ability to understand and speak more than one language. Some children begin learning English for the first time when they enroll in preschool, while others have been introduced to English from an early age by family members. To assess the knowledge and development of English- and dual-language learners accurately, it is important first to determine the primary language(s) of the children.

The “Home Language Survey” that follows is designed to help teachers gather and record useful information about the language(s) children have been exposed to in the home environment and the language(s) children use at home and at school. This information assists teachers in planning ways to support children’s language and literacy acquisition and in basing instruction on children’s strengths and needs. Teachers discuss the questions with parents or other family members (with the assistance of interpreters if necessary), and they determine the answers to the questions together. The survey should not be completed by teachers without input from parents or other family members.

The data gathered with this “Home Language Survey” should not be used to label children or identify them for special services. It should be used to help the teacher determine how to assess children most accurately and support their development and learning. The “Home Language Survey” is a resource of the Teaching Strategies GOLD™ assessment system, not a requirement. If parents do not wish to provide this information or complete the survey with you, their wishes should be respected.

Respond to each question by using the scale ranging from “only English” to “only home language.” Add the numbers you circled and put the sum in the space provided. Then divide this sum by the number of questions you were able to answer, not counting any questions for which you circled “N/A.” The value you obtain will help you determine whether to use the objectives for English language acquisition. If the value is 2 or greater and the child is aged 3 or older, assess this child’s receptive and expressive language skills by using Objective 37, “Demonstrates progress in listening to and understanding English,” and Objective 38, “Demonstrates progress in speaking English.” If the score is less than 2, English can be considered the child’s primary language, and it is not necessary to use Objectives 37 and 38.

Objectives 37 and 38 are not appropriate for assessing children younger than 3 years. However, answers from the “Home Language Survey” may still be collected as useful background information to assist you in planning and individualizing learning experiences for the child.

For all of the objectives other than those for language and literacy, it is ideal to assess children’s skills by documenting their knowledge and skills when they respond in their preferred languages, the languages they choose at particular times to show what they know and can do. For example, if a child can count to ten in Spanish and counts five objects accurately, using one number name for each object, then he or she is considered as being at level 4 of Objective 20a, “Counts.”
While it is preferable to assess in a child’s home language, it is not always possible because of limited program resources and the multitude of languages spoken in the classroom. When you do not speak the child’s home language, it is even more important to partner with family members and other trained volunteers who speak the child’s language to gather information. While you are still responsible for collecting assessment information, the observations shared by those who speak the child’s language can be invaluable in helping you assess the child’s development and learning accurately.

In addition, you can gather data about many objectives by observing, even if you do not speak the child’s home language. These objectives are considered language-free objectives because they do not require children to comprehend or produce English to demonstrate what they know or can do. For example, you may gather information related to Objective 1b, “Follows limits and expectations,” when a child begins cleaning up in response to a musical cue. During cleanup, you could also observe to see whether the child sustains attention to a task over time (Objective 11a, “Attends and engages”).

Some of the math objectives are also language free. When a child creates or extends a simple repeating pattern, you can collect information related to Objective 23, “Demonstrates knowledge of patterns.” Review the objectives and dimensions to determine those for which you can gather data without speaking the child’s language. This will also help you identify the language-dependent objectives for which you need assistance from family members or trained volunteers.

The language objectives (8–10) and literacy objectives (15–19) are measured from an English-language perspective. For example, is the child able to understand and follow directions in English? Does the child recognize letters of the alphabet when they are named in English? For children whose home language is Spanish, a Spanish-language version of these objectives is presented on pages 207–219 to help teachers track language and literacy development in Spanish. These objectives are very similar to the English version of these language and literacy objectives, but adaptations were made to reflect patterns of development unique to Spanish language and literacy.

Language and literacy objectives are included only for Spanish and English. Data about children’s use of languages other than English and Spanish must therefore be gathered informally if its collection is a program requirement.
## Home Language Survey*

A. What language do family members use when speaking to the child in the home?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>only English</td>
<td>mostly English but sometimes home language</td>
<td>both equally</td>
<td>mostly home language but some English</td>
<td>only home language (not English)</td>
</tr>
</tbody>
</table>

(Write in home language: ______________________)

B. What language does the child use when speaking to family members in the home?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>only English</td>
<td>mostly English but sometimes home language</td>
<td>both equally</td>
<td>mostly home language but some English</td>
<td>only home language (not English)</td>
</tr>
</tbody>
</table>

C. What language does the child use when speaking to other children in the classroom?

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>only English</td>
<td>mostly English but sometimes home language</td>
<td>both equally</td>
<td>mostly home language but some English</td>
<td>only home language (not English)</td>
</tr>
</tbody>
</table>

D. What language does the child use when speaking to teachers?

<table>
<thead>
<tr>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>only English</td>
<td>mostly English but sometimes home language</td>
<td>both equally</td>
<td>mostly home language but some English</td>
<td>only home language (not English)</td>
</tr>
</tbody>
</table>

Sum of circled numbers / Number of questions answered = _______

If this value is 2 or greater, assess the child by using Objectives 37 and 38.

*These research reports helped guide our thinking in the development of the “Home Language Survey.”


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Assessment is a continuous cycle of observing and collecting facts; analyzing and responding; evaluating; and summarizing, planning, and communicating to others. This section helps you understand how to take each step of the cycle and to link curriculum and assessment seamlessly to support children’s development and learning.

**Step 1: Observe and Collect Facts**

The first step in the assessment process is to learn about the children you teach: what they know and can do in relation to each of the objectives. Ongoing observation is an essential part of connecting assessment and curriculum. In order to respond to children appropriately, use Objectives for Development & Learning: Birth Through Kindergarten to focus your observations on particular objectives and to understand the development and learning progressions that children typically follow.

To help you remember and use what you learn from your observations, you need a systematic way to document the information. In addition to your observation notes, you can collect concrete evidence of what children are able to do by maintaining portfolios that include samples of their work over time.

**Setting Up a System**

Before you begin to observe and collect facts about children’s learning, take the time to set up a system for taking notes and organizing your documentation on each child. That way you can avoid having to organize a large collection of unsorted observation notes and other forms of documentation all at once.

Think about what you need to store and how you will store it. Observation notes may be stored in each child’s Child Assessment Portfolio, a notebook, or file folders labeled with the children’s names. Samples of children’s work may be stored in larger envelopes, pizza boxes, or cardboard magazine holders.

Set up a system to name and organize digital photos of children as well as audio and video clips. Decide how you will name and store the files you can access easily.

**Observing and Documenting Children’s Learning**

Observation is the basis of all good teaching and the foundation of any assessment system. To learn about a child, you look and listen objectively to what he or she does and says (Jablon, Dombro, & Dichtelmiller, 2007). For some objectives, seeing a child perform a skill once is sufficient to make an informed decision. Other objectives need more evidence and documentation. There is no set number of observations or amount of documentation that must be collected in relation to each objective.

Documentation can take many forms:

- **Observation notes**—These are short, objective, factual notes about what you hear and see. Include direct quotations of language and descriptions of actions, gestures, facial expressions, and creations.

- **Photographs**—Take pictures of children’s constructions, artwork, or examples of how they are demonstrating knowledge and skills related to an objective. Label each photo with the date and a brief note that explains the context in which it was taken.

- **Video and audio clips**—Keep clips short. Capture just enough information to show an example of what the child knows and can do. Lengthy clips are difficult to store and locate.

- **Samples of children’s work**—Don’t save everything! Select the writing and art samples that relate best to particular objectives.

- **Diagrams or sketches**—In the child’s portfolio, include sketches of his or her block structures or other constructions.

- **Checklists, participation lists, and frequency counts**—Use procedures to count behaviors and skills in order to capture information quickly. For example, keep records of which interest areas a child visited and the letters a child recognized. A simple checklist to mark skills can also be included as part of the documentation of children’s learning. The On-the-Spot Observation Recording Tool is such a checklist.

Two excellent sources for learning more about observation and documentation are *The Power of Observation* (Jablon, Dombro, & Dichtelmiller, 2007) and *Observation: The Key to Responsive Teaching* (Stetson, Jablon, & Dombro, 2009).
Systems for Taking Notes

Keep your documentation simple. If your notes are too elaborate, you will have to take valuable time away from interacting with children. You don’t want to feel so burdened that observation becomes a chore. Set up simple systems to make collecting observation notes as convenient as possible. Here are some ideas that have worked for other teachers.

You can store your observation notes in the Child Assessment Portfolio near a related objective or you may choose to have a separate notebook or file for your notes.

Be assured that you do not have to write an observation note on every child every day. That would be unrealistic. Try to set a goal of writing three or four brief notes a day. As a reminder to yourself, write the names of the children you plan to observe on your weekly plan so no child is overlooked. Remember that you don’t need to record everything that happens and every word a child says.

Using Assessment Opportunity Cards™ for Focused Observations

Your ongoing observations should provide you with information about every objective. For some objectives, you may find it more difficult to capture information for all children. It may be more efficient to plan a learning activity during which you can collect information efficiently and accurately. For example, while you may be able to observe some of children’s use of letters as they play, it may difficult to document more specifically all that a particular child knows about letters. Playing a game or engaging in an activity about letters will help you focus your observation and document what you see. Here are some general guidelines to follow:

• Read the Assessment Opportunity Card™ first.
• Gather the necessary materials.

• Determine which children you want to collect additional information about during the activity. Not all children need to participate in each activity at each checkpoint.
• Read through the levels and determine a good starting point for the child or children with whom you are working.
• Follow the general procedures in the “What You Do” section.
• Select and follow the adaptation of the activity that most closely matches the child’s skill level.
• If the child demonstrates abilities at a given level, offer a more challenging experience by adapting the activity for the next level. If the child is not successful at a given level, try the activity at a less challenging level.

The Assessment Opportunity Cards™ should be used flexibly. At the first progress checkpoint, if you have determined that a child is at level 4 on a given objective, you do not need to go back to the activity described at level 2.

While the prompts have been standardized to help you assess children more reliably, you have choices about the types of materials or examples you use. For example, if your class has been studying clothes, you might have a child identify the first sound of clothing words (e.g., sock, button, belt, hat, or pants) during the “Treasure Box” game.
Although the Assessment Opportunity Cards™ explain primarily literacy and numeracy experiences, you will also be able to observe skills and behaviors related to objectives in other areas of development and learning. The section “Questions to Guide Your Observations” points you to those related objectives and helps you gather assessment information.

Step 2: Analyze and Respond

The next stage in the assessment cycle involves organizing your documentation and making informed judgments about what the information tells you about a child’s progress toward each of the objectives. As you observe children, ask yourself, “What does their behavior mean?” Often you will respond appropriately to provide just the right strategy, material, or support to scaffold the child’s learning.

At other times you will step back and reflect on the documentation you have collected. Many teachers find it useful to record the objective numbers directly on their observation notes or samples of work. That way, you can quickly see the related objectives when you are ready to evaluate a child’s progress.

A child’s learning and development is very integrated. When you analyze your documentation, keep in mind that one rich observation note can relate to several different objectives.

Step 3: Evaluate

Evaluating children’s progress means deciding what level each child has reached in terms of the objectives. To evaluate, you first need to gather and think about all of the documentation you have collected. Then, using the Objectives for Development & Learning: Birth Through Kindergarten and the Child Assessment Portfolio, you can begin evaluating each child’s progress.

How to Use the Child Assessment Portfolio

The Child Assessment Portfolio is the place to record and preserve important information about the child’s progress. This is your record-keeping tool for each child.

With an ongoing assessment system, you are continually watching, observing, and documenting. At certain times, you pause, reflect, and take a snapshot of how a child is progressing in relation to the objectives and dimensions. These points in time are called progress checkpoints. Here’s what to do at each progress checkpoint:

1. Gather and review all of the documentation you have collected.
2. Gather your copy of Objectives for Development & Learning and the child’s Child Assessment Portfolio.
3. Read the objective and its dimension(s), if any.
4. Think about and review the documentation you collected in relation to each objective.
5. Colored bands on the form show reasonable expectations for development and learning and show where most children of a particular age-group or class/grade are likely to be at the beginning and end of a program year. In the first 3 years, you will want to carefully adjust your expectations according to the child’s age. In the next 3 years, there are more standard expectations for each year in group programs. A teacher with a preschool class designed for 3-year-olds would first focus on the green indicators and consider children’s skills, knowledge, and behaviors in comparison to those expectations. This would be so even if a few of the children in the group are a few months shy of age 3 in September or turning 4 during the program year. Then, if those indicators do not describe a particular child’s skills, knowledge, and behaviors, the teacher would look to the indicators of other colored bands for guidance. A teacher with a pre-K 4 class designed for 4- to 5-year-olds would first focus on the blue indicators. A kindergarten teacher would instruct and evaluate with the purple band in mind, whether the children are 4, 5, or 6 years old.
6. For each objective and dimension, begin by focusing on the indicator(s) (at levels 2, 4, 6, or 8) above the colored band that matches the child’s age or class/grade. For example, for a pre-K 4 child whether 3, 4, or 5 years old, begin with the indicator(s) above the blue band. Sometimes the colored band will span one indicator and an “in-between” level. Sometimes the band will span two or three indicators. Those indicators are your starting point for deciding which one best describes the child’s knowledge, skill, or behavior.

7. To make sure you are selecting the correct level, read the indicators to the right and left of your starting point. Choose the indicator that most closely matches the child’s skills and behaviors. Indicators often include multiple expectations (separated by semicolons). In order to rate a child’s skills, or behavior.

8. A colored band in the “Not Yet” column shows that a child of that age is not yet expected to demonstrate a particular skill or behavior. Marking a child at the “Not Yet” level may apply to a child with a disability or developmental delay who is not yet demonstrating a particular skill or behavior.

9. Levels 1, 3, 5, and 7 should be used to indicate that a skill or behavior is just beginning, or emerging. The child may not be demonstrating the indicator consistently or regularly, or the child may needs a certain amount of adult support. This support may be verbal, physical, or visual.

10. Use Level 9 for the child who exceeds expectations for the end of kindergarten and goes beyond the scope of the progression for a given objective. “Not Observed” is used only on rare occasions. Perhaps the child has been in the program for only a few weeks or has had significant absences during the checkpoint period.

12. Place a mark (a check or an X) in the box that most accurately describes this child’s level.

The levels are used for the social–emotional, physical, language, cognitive, literacy, and mathematics objectives as well as the English language acquisition objectives. Colored bands on the form illustrate reasonable expectations for development and learning and show where most children of a particular age-group or class/grade are likely to be at the beginning and end of a program year. The colored bands are not used for the English language acquisition objectives.

As the child transitions to another class or setting, this Portfolio can be passed along to the next teacher. Because the system describes development and learning from birth through kindergarten, use of the system over time can demonstrate whether a child’s knowledge, skills, and behaviors align with standard expectations, as well as whether the child has made significant progress over the course of one or several years.

Step 4: Summarize, Plan, and Communicate

The final step of the assessment cycle is one of the most important steps, but it is often neglected. It involves summarizing what you know, basing plans for individual children and the group as whole on that knowledge, and communicating with those outside your classroom to explain what children are learning. It is at this point that you make a clear link between curriculum and assessment.
Plan

You make many decisions each day as you observe children and respond in appropriate ways. Your observations often lead you to ask questions as you reflect on what you learn about a child and consider how best to provide support. Teaching Strategies GOLD™ is a powerful tool for helping you identify each child’s developmental level for each objective and how to scaffold children’s learning. Because this assessment system covers all areas of development and learning, it gives you a comprehensive picture of the child.

Planning for children on the basis of assessment information is an art. There are no formulas or quick solutions. It would be wonderful to be able to say that a child will progress to the next level if you do a particular activity. However, it takes time, practice, and reflection to determine what support a child or group of children needs.

As you make your daily, weekly, and long-range plans, refer to your assessment information. Your documentation will inform the types of experiences you offer to children.

Plan for the particular needs of individual children. Think about what you know about children, the expected outcomes included in Teaching Strategies GOLD™ and in your state early learning standards, and use this information to shape what you do each day. Your assessment information and the progressions of development and learning should guide how and when you adapt an activity to make it simpler or more complex.

Involve others in planning for the children in your class. Review assessment information with your assistant, with families, and with your colleagues to consider how best to guide children’s learning.

Think about the assessment information as you plan changes to your physical environment. Are the materials you include challenging yet manageable for the children in your group? Has your assessment information revealed that a child has a particular interest you want to nurture? Do you need to adapt some materials so that children can use them more easily? Might a child who is an English-language learner demonstrate competencies if the materials were more linguistically appropriate?

Family Conference Form

Another important task at a progress checkpoint is to summarize information to share with the child’s family during a conference. To do so, look at the samples of the child’s work you collected and the ratings, or levels, you assigned to the child. Now step back and think about the big ideas you want to share with the family members in each area of development and learning.

On a “Family Conference Form,” highlight the child’s strengths. Using examples, describe what the child can do in the different areas of development and learning. Consider your audience when writing these summaries. Your language should be clear, concise, and family-friendly. This should be done before meeting with the family members.

1. Record a few learning goals and next steps you have in mind for the child.

2. At the family conference, discuss your observations and invite families to share information and contribute to the assessment data. Talk about their goals for children’s learning and record them in the space provided on the conference form.

3. Together, discuss and record next steps for school and for home.

4. Always end the conference on a positive note. Ask family members to sign the “Family Conference Form.” Keep one copy for your records and give the family members a copy. Your administrator may want a copy as well.
Assessing Throughout the Year

This chart provides you with a big picture of using the *Teaching Strategies GOLD™* assessment system over the course of a program year.

<table>
<thead>
<tr>
<th>Month</th>
<th>All Year Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st month</td>
<td><strong>Observe</strong> children in the context of everyday experiences.</td>
</tr>
<tr>
<td>2nd month</td>
<td><strong>Document</strong> what you see and hear as evidence of development and learning.</td>
</tr>
<tr>
<td>3rd month</td>
<td><strong>1st Progress Checkpoint</strong> – Review documentation. Assign each child a level on each applicable objective. Summarize your findings on the “Family Conference Form.” Share information with families.</td>
</tr>
<tr>
<td>4th month</td>
<td>Use the <strong>Assessment Opportunity Cards™</strong> as needed.</td>
</tr>
<tr>
<td>5th month</td>
<td><strong>2nd Progress Checkpoint</strong> – Review documentation. Assign each child a level on each applicable objective. Summarize your findings on the “Family Conference Form.” Share information with families.</td>
</tr>
<tr>
<td>6th month</td>
<td></td>
</tr>
<tr>
<td>7th month</td>
<td></td>
</tr>
<tr>
<td>8th month</td>
<td></td>
</tr>
<tr>
<td>9th month</td>
<td><strong>3rd Progress Checkpoint</strong> – Review documentation. Assign each child a level on each applicable objective. Summarize your findings on the “Family Conference Form.” Share information with families.</td>
</tr>
<tr>
<td>10th month</td>
<td></td>
</tr>
<tr>
<td>11th month</td>
<td></td>
</tr>
<tr>
<td>12th month</td>
<td><strong>Optional 4th Progress Checkpoint</strong> – Review documentation. Assign each child a level on each applicable objective. Summarize your findings on the “Family Conference Form.” Share information with families.</td>
</tr>
</tbody>
</table>
## Objectives and Dimensions

<table>
<thead>
<tr>
<th>Objectives and Dimensions</th>
<th>Ranges (color-coded)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL–EMOTIONAL</strong></td>
<td></td>
</tr>
<tr>
<td>1. Regulates own emotions and behaviors</td>
<td></td>
</tr>
<tr>
<td>a. Manages feelings</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>b. Follows limits and expectations</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>c. Takes care of own needs appropriately</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>2. Establishes and sustains positive relationships</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>a. Forms relationships with adults</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>b. Responds to emotional cues</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>c. Interacts with peers</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>d. Makes friends</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>3. Participates cooperatively and constructively in group situations</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>a. Balances needs and rights of self and others</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>b. Solves social problems</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td><strong>PHYSICAL</strong></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates traveling skills</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>5. Demonstrates balancing skills</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>6. Demonstrates gross-motor manipulative skills</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>7. Demonstrates fine-motor strength and coordination</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>a. Uses fingers and hands</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>b. Uses writing and drawing tools</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td><strong>LANGUAGE</strong></td>
<td></td>
</tr>
<tr>
<td>8. Listens to and understands increasingly complex language</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>a. Comprehends language</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>b. Follows directions</td>
<td>![Color Bands]</td>
</tr>
<tr>
<td>Objectives and Dimensions</td>
<td>Ranges (color-coded)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>9. Uses language to express thoughts and needs</td>
<td></td>
</tr>
<tr>
<td>a. Uses an expanding expressive vocabulary</td>
<td></td>
</tr>
<tr>
<td>b. Speaks clearly</td>
<td></td>
</tr>
<tr>
<td>c. Uses conventional grammar</td>
<td></td>
</tr>
<tr>
<td>d. Tells about another time or place</td>
<td></td>
</tr>
<tr>
<td>10. Uses appropriate conversational and other communication skills</td>
<td></td>
</tr>
<tr>
<td>a. Engages in conversations</td>
<td></td>
</tr>
<tr>
<td>b. Uses social rules of language</td>
<td></td>
</tr>
<tr>
<td>COGnITIVE</td>
<td></td>
</tr>
<tr>
<td>11. Demonstrates positive approaches to learning</td>
<td></td>
</tr>
<tr>
<td>a. Attends and engages</td>
<td></td>
</tr>
<tr>
<td>b. Persists</td>
<td></td>
</tr>
<tr>
<td>c. Solves problems</td>
<td></td>
</tr>
<tr>
<td>d. Shows curiosity and motivation</td>
<td></td>
</tr>
<tr>
<td>e. Shows flexibility and inventiveness in thinking</td>
<td></td>
</tr>
<tr>
<td>12. Remembers and connects experiences</td>
<td></td>
</tr>
<tr>
<td>a. Recognizes and recalls</td>
<td></td>
</tr>
<tr>
<td>b. Makes connections</td>
<td></td>
</tr>
<tr>
<td>13. Uses classification skills</td>
<td></td>
</tr>
<tr>
<td>14. Uses symbols and images to represent something not present</td>
<td></td>
</tr>
<tr>
<td>a. Thinks symbolically</td>
<td></td>
</tr>
<tr>
<td>b. Engages in sociodramatic play</td>
<td></td>
</tr>
<tr>
<td>Objectives and Dimensions</td>
<td>Ranges (color-coded)</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>LITERACY</strong></td>
<td></td>
</tr>
<tr>
<td>15. Demonstrates phonological awareness</td>
<td></td>
</tr>
<tr>
<td>a. Notices and discriminates rhyme</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>b. Notices and discriminates alliteration</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>c. Notices and discriminates smaller and smaller units of sound</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>16. Demonstrates knowledge of the alphabet</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>a. Identifies and names letters</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>b. Uses letter–sound knowledge</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>17. Demonstrates knowledge of print and its uses</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>a. Uses and appreciates books</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>b. Uses print concepts</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>18. Comprehends and responds to books and other texts</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>a. Interacts during read-alouds and book conversations</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>b. Uses emergent reading skills</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>c. Retells stories</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>19. Demonstrates emergent writing skills</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>a. Writes name</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>b. Writes to convey meaning</td>
<td><img src="image" alt="range" /></td>
</tr>
<tr>
<td>Objectives and Dimensions</td>
<td>Ranges (color-coded)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
</tr>
<tr>
<td>20. Uses number concepts and operations</td>
<td></td>
</tr>
<tr>
<td>a. Counts</td>
<td></td>
</tr>
<tr>
<td>b. Quantifies</td>
<td></td>
</tr>
<tr>
<td>c. Connects numerals with their quantities</td>
<td></td>
</tr>
<tr>
<td>21. Explores and describes spatial relationships and shapes</td>
<td></td>
</tr>
<tr>
<td>a. Understands spatial relationships</td>
<td></td>
</tr>
<tr>
<td>b. Understands shapes</td>
<td></td>
</tr>
<tr>
<td>22. Compares and measures</td>
<td></td>
</tr>
<tr>
<td>23. Demonstrates knowledge of patterns</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE AND TECHNOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>24. Uses scientific inquiry skills</td>
<td>No evidence yet</td>
</tr>
<tr>
<td>25. Demonstrates knowledge of the characteristics of living things</td>
<td>Emerging</td>
</tr>
<tr>
<td>26. Demonstrates knowledge of the physical properties of objects and materials</td>
<td></td>
</tr>
<tr>
<td>27. Demonstrates knowledge of Earth’s environment</td>
<td></td>
</tr>
<tr>
<td>28. Uses tools and other technology to perform tasks</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td>29. Demonstrates knowledge about self</td>
<td>No evidence yet</td>
</tr>
<tr>
<td>30. Shows basic understanding of people and how they live</td>
<td>Emerging</td>
</tr>
<tr>
<td>31. Explores change related to familiar people or places</td>
<td></td>
</tr>
<tr>
<td>32. Demonstrates simple geographic knowledge</td>
<td></td>
</tr>
</tbody>
</table>
### Objectives and Dimensions

<table>
<thead>
<tr>
<th>Objective</th>
<th>Range (color-coded)</th>
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</thead>
<tbody>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>33. Explores the visual arts</td>
<td>No evidence yet</td>
</tr>
<tr>
<td>34. Explores musical concepts and expression</td>
<td>Emerging</td>
</tr>
<tr>
<td>35. Explores dance and movement concepts</td>
<td>Meets program expectations</td>
</tr>
<tr>
<td>36. Explores drama through actions and language</td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE ACQUISITION</strong></td>
<td></td>
</tr>
<tr>
<td>37. Demonstrates progress in listening to and understanding English</td>
<td>Progressions included, but not age-level designations</td>
</tr>
<tr>
<td>38. Demonstrates progress in speaking English</td>
<td></td>
</tr>
</tbody>
</table>
Objectives for Development & Learning

Social–Emotional

1. Regulates own emotions and behaviors
   a. Manages feelings
   b. Follows limits and expectations
   c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
   a. Forms relationships with adults
   b. Responds to emotional cues
   c. Interacts with peers
   d. Makes friends
3. Participates cooperatively and constructively in group situations
   a. Balances needs and rights of self and others
   b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
   a. Uses fingers and hands
   b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
   a. Comprehends language
   b. Follows directions
9. Uses language to express thoughts and needs
   a. Uses an expanding expressive vocabulary
   b. Speaks clearly
   c. Uses conventional grammar
   d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
    a. Engages in conversations
    b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
    a. Attends and engages
    b. Persists
    c. Solves problems
    d. Shows curiosity and motivation
    e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
    a. Recognizes and recalls
    b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
    a. Thinks symbolically
    b. Engages in sociodramatic play
Literacy

15. Demonstrates phonological awareness
   a. Notices and discriminates rhyme
   b. Notices and discriminates alliteration
   c. Notices and discriminates smaller and smaller units of sound

16. Demonstrates knowledge of the alphabet
   a. Identifies and names letters
   b. Uses letter–sound knowledge

17. Demonstrates knowledge of print and its uses
   a. Uses and appreciates books
   b. Uses print concepts

18. Comprehends and responds to books and other texts
   a. Interacts during read-alouds and book conversations
   b. Uses emergent reading skills
   c. Retells stories

19. Demonstrates emergent writing skills
   a. Writes name
   b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
   a. Counts
   b. Quantifies
   c. Connects numerals with their quantities

21. Explores and describes spatial relationships and shapes
   a. Understands spatial relationships
   b. Understands shapes

22. Compares and measures

23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills

25. Demonstrates knowledge of the characteristics of living things

26. Demonstrates knowledge of the physical properties of objects and materials

27. Demonstrates knowledge of Earth’s environment

28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self

30. Shows basic understanding of people and how they live

31. Explores change related to familiar people or places

32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts

34. Explores musical concepts and expression

35. Explores dance and movement concepts

36. Explores drama through actions and language

English Language Acquisition

37. Demonstrates progress in listening to and understanding English

38. Demonstrates progress in speaking English