

*The Mississippi Early Learning Standards for*

***Classrooms Serving Infants and Toddlers:***
**An Observational and Performance-Based ChecklisT**

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| Child Name |       | Teacher Name |       |
| School Name |       | School Year |       |

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| College and Career Readiness Standards  | **LANGUAGE AND COMMUNICATION (LC)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **ATTENDING AND UNDERSTANDING (AU)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **LC.AU.IT.1a.i****Birth-9 mos.**  | Attends to verbal and nonverbal communication by turning toward or looking at a person. |  |  |  |
| **LC.AU.IT.1a.ii****Birth-9 mos.**  | Participates in back-and-forth interactions by exchanging facial expressions and language sounds with familiar adults. |  |  |  |
| **LC.AU.IT.1b.i****8-18 mos.**   | Shows understanding of the meaning of verbal and non-verbal communication of familiar caregivers and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to. |  |  |  |
| **LC.AU.IT.1c.i****16-36 mos.**   | Shows recognition of words, phrases and simple sentences. |  |  |  |
| **LC.AU.IT.1c.ii****16-36 mos.**   | Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior and/or spoken words. |  |  |  |
| **LC.AU.IT.2a****Birth-9 mos.**   | Pays attention when familiar adults talk or sign language about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects. |  |  |  |
| **LC.AU.IT.2b.i****8-18 mos.**   | Participates in joint attention with a familiar adult by looking back and forth between the adult and object.  |  |  |  |
| **LC.AU.IT.2b.ii****8-18 mos.**   | Points or gestures when a familiar adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects. |  |  |  |
| **LC.AU.IT.2c.i****16-36 mos.**   | Participates in longer periods of joint attention with familiar adults (16-24 months up 5 minutes; 24- 36 months up to 10 minutes).  |  |  |  |
| **LC.AU.IT.2c.ii****16-36 mos.**   | Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects’ functions and uses, or when joining in games, songs, rhymes, or stories. |  |  |  |
| **COMMUNICATING AND SPEAKING (CS)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **LC.CS.IT.1a****Birth-9 mos.** | Learns how to use different means of communication to signal distress or discomfort, seek help and to communicate interests and needs to others, such as crying, grunting and sucking.  |  |  |  |
| **LC.CS.IT.1b****8-18 mos.** | Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating. |  |  |  |
| **LC.CS.IT.1c****16-36 mos.** | Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants or ideas, such as “more milk,” “I want juice,” “mas leche,” or “quiero juice.” Note: Children identified as Dual Language Learners (DLL) may combine their two languages or switch between them to communicate. |  |  |  |
| **LC.CS.IT.2a****Birth-9 mos.**  | Uses facial expressions, including smiling, gestures or sounds, including cooing or babbling, to engage familiar adults in social interaction.  |  |  |  |
| **LC.CS.IT.2b****8-18 mos.**  | Repeats actions or single words to initiate or maintain social interactions with other children or familiar adults, such as clapping hands or calling a name to get a familiar adult’s attention.  |  |  |  |
| **LC.CS.IT.2c****16-36 mos.**  | Uses words, sign language, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts. |  |  |  |
| **LC.CS.IT.3a****Birth-9 mos.** | Explores and/or attempts to repeat sounds common in many languages, such as “ma-ma” or “ba-ba.”  |  |  |  |
| **LC.CS.IT.3b.i****8-18 mos.** | Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or sign language.  |  |  |  |
| **LC.CS.IT.3b.ii****8-18 mos.** | Communicates mainly about objects, actions and events happening in the here and now. |  |  |  |
| **LC.CS.IT.3c.i****16-36 mos.** | Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses.  |  |  |  |
| **LC.CS.IT.3c.ii****16-36 mos.** | Sometimes describes experiences that have happened in the past or are about to happen. Note: Children who are Dual Language Learners (DLL) develop the ability to participate in conversations. |  |  |  |
| **LC.CS.IT.4a****Birth-9 mos.** | Participates in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication. |  |  |  |
| **LC.CS.IT.4b****8-18 mos.** | Asks simple questions using gestures, such as pointing, sign language or words with variations in the rise and fall of the voice. |  |  |  |
| **LC.CS.IT.4c****16-36 mos.** | Seeks information and meaning of words by asking questions in words or sign language, such as “What’s that?” or “Who’s that?” or “Why?” |  |  |  |
| **VOCABULARY (V)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **LC.V.IT.1a****Birth-9 mos.** | Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball. |  |  |  |
| **LC.V.IT.1b****8-18 mos.** | Looks or points at a person or object that has been named, follows simple directions and responds appropriately to the meaning of words or sign language. |  |  |  |
| **LC.V.IT.1c****16-36 mos.** | Comprehends an increasing number of words or sign language in simple sentences during conversations and interactions with familiar adults and children. |  |  |  |
| **LC.V.IT.2a****Birth-9 mos.**  | May use sign language, gestures, or expressions for familiar people or objects. |  |  |  |
| **LC.V.IT.2b****8-18 mos.**  | Imitates new words or sign language and uses some words or sign language for naming or making simple one-word requests, such as saying or signing “milk” when asking for a drink. |  |  |  |
| **LC.V.IT.2c****16-36 mos.**  | Uses an increasing number of words in communications and conversations with others and adds new vocabulary words regularly. Note: Children who are Dual Language Learners (DLL) may have a combined vocabulary in both languages that is similar in breadth to other children’s vocabulary in one language. |  |  |  |
| **EMERGENT LITERACY (EL)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **LC.EL.IT.1a****Birth-9 mos.** | Listens and attends to culturally and linguistically familiar words or sign language in rhymes or songs.  |  |  |  |
| **LC.EL.IT.1b****8-18 mos.** | Says or signs a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs. |  |  |  |
| **LC.EL.IT.1c****16-36 mos.** | Says, signs or repeats culturally and linguistically familiar rhymes, phrases, or repetitive refrains from songs or stories that are similar in nature to another children’s vocabulary in one language. |  |  |  |
| **LC.EL.IT.2a****Birth-9 mos.** | Explores a book by touching it, patting it, or putting it in mouth. |  |  |  |
| **LC.EL.IT.2b****8-18 mos.** | Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.  |  |  |  |
| **LC.EL.IT.2c****16-36 mos.** | Pretends to read books by turning pages and talking about them, using signs, gestures or words to describe what is happening in the book.  |  |  |  |
| **LC.EL.IT.3a****Birth-9 mos.** | Looks at pictures of familiar people, animals, or objects while a familiar adult points at and/or names the person, animal, or object.  |  |  |  |
| **LC.EL.IT.3b****8-18 mos.** | Points at, uses sign language or gestures, says name of, and/or talks about animals, people, or objects in photos, pictures, or drawings. |  |  |  |
| **LC.EL.IT.3c****16-36 mos.** | Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Note: Recognizes and uses written forms of languages used. |  |  |  |
| **LC.EL.IT.4a****Birth-9 mos.** | Looks at picture books and listens to a familiar adult talk about pictures in a book. |  |  |  |
| **LC.EL.IT.4b****8-18 mos.** | Points at pictures in a book, making sounds or saying words and interacting with a familiar adult reading a book.  |  |  |  |
| **LC.EL.IT.4c****16-36 mos.** | Talks about books, acts out events from stories and uses some vocabulary encountered during a book reading.  |  |  |  |
| **LC.EL.IT.5a****Birth-9 mos.** | Emerging |  |  |  |
| **LC.EL.IT.5b****8-18 mos.** | Makes marks on paper with a large crayon or marker to explore writing materials. |  |  |  |
| **LC.EL.IT.5c****16-36 mos.** | Makes scribbles on paper to represent an object or action even though a familiar adult might not recognize what it is.  |  |  |  |

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| College and Career Readiness Standards  | **COGNITION (C)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **EXPLORATION AND DISCOVERY (ED)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **C.ED.IT.1a****Birth-9 mos.**  | Uses the senses and a variety of actions to explore people and objects. |  |  |  |
| **C.ED.IT.1b****8-18 mos.** | Acts intentionally to achieve a goal or when manipulating an object. |  |  |  |
| **C.ED.IT.1c****16-36 mos.**  | Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react. |  |  |  |
| **C.ED.IT.2a****Birth-9 mos.**  | Repeats an action to make things happen or to get a familiar adult to repeat an action. |  |  |  |
| **C.ED.IT.2b****8-18 mos.** | Engages in purposeful actions to cause things to happen.  |  |  |  |
| **C.ED.IT.2c.i****16-36 mos.** | Identifies the cause of an observed outcome.  |  |  |  |
| **C.ED.IT.2c.ii****16-36 mos.** | Predicts outcomes of actions or events, such as turning on the faucet will make water come out. |  |  |  |
| **MEMORY (M)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **C.M.IT.1a.i****Birth-9 mos.**  | Recognizes familiar people by their faces or voices. |  |  |  |
| **C.M.IT.1a.ii****Birth-9 mos.**  | Recognizes that some people are unfamiliar by their faces and voices.  |  |  |  |
| **C.M.IT.1b.i****8-18 mos.**  | Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines. |  |  |  |
| **C.M.IT.1b.ii****8-18 mos.**  | Notices and responds to new people, objects, or materials in the environment.  |  |  |  |
| **C.M.IT.1c.i****16-36 mos.**  | Anticipates and communicates about multiple steps of familiar routines, activities, or events. |  |  |  |
| **C.M.IT.1c.ii****16-36 mos.**  | Shows surprise or asks about unexpected outcomes or unusual people, actions, or events. |  |  |  |
| **C.M.IT.2a****Birth-9 mos.** | Shows awareness that familiar adults and objects still exist when they are out of sight or sound range.  |  |  |  |
| **C.M.IT.2b****8-18 mos.** | Searches for hidden/missing familiar adults or objects in the place they were last seen or found.  |  |  |  |
| **C.M.IT.2c****16-36 mos.** | Uses a variety of search strategies to find hidden familiar adults or objects.  |  |  |  |
| **C.M.IT.3a.i****Birth-9 mos.** | Shows excitement for or about a toy or other object that was played with days earlier.  |  |  |  |
| **C.M.IT.3a.ii****Birth-9 mos.** | Anticipates familiar actions or routines. |  |  |  |
| **C.M.IT.3b.i****8-18 mos.** | Remembers how to use objects or materials from previous experience. |  |  |  |
| **C.M.IT.3b.ii****8-18 mos.** | Anticipates routines or events by taking action. |  |  |  |
| **C.M.IT.3c.i****16-36 mos.** | Tells others about memories and past experiences. |  |  |  |
| **C.M.IT.3c.ii****16-36 mos.** | Remembers how to do a series of actions that were observed at an earlier time. |  |  |  |
| **REASONING AND PROBLEM SOLVING (RP)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **C.RP.IT.1a****Birth-9 mos.** | Engages in simple repeated actions to reach a goal. |  |  |  |
| **C.RP.IT.1b****8-18 mos.** | Explores how to make something happen again or explores how something works by doing actions repeatedly. |  |  |  |
| **C.RP.IT.1c****16-36 mos.** | Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors. |  |  |  |
| **C.RP.IT.2a****Birth-9 mos.** | Uses own actions or movements to solve simple problems.  |  |  |  |
| **C.RP.IT.2b****8-18 mos.** | Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.  |  |  |  |
| **C.RP.IT.2c****16-36 mos.** | Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations. |  |  |  |
| **EMERGENT MATHEMATICAL THINKING (EM)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **C.EM.IT.1a****Birth-9 mos.** | Attends to quantity in play with multiple objects. |  |  |  |
| **C.EM.IT.1b****8-18 mos.** | Uses a few basic number words or signs to refer to change in the number of objects. |  |  |  |
| **C.EM.IT.1c****16-36 mos.** | Uses language to refer to quantity. |  |  |  |
| **C.EM.IT.2a****Birth-9 mos.** | Explores or watches objects when they move.  |  |  |  |
| **C.EM.IT.2b****8-18 mos.** | Explores how objects fit together, how they fit with other objects and how they move through space.  |  |  |  |
| **C.EM.IT.2c****16-36 mos.** | Predicts or anticipates how objects move through space or fit together or inside other things.  |  |  |  |
| **C.EM.IT.3a****Birth-9 mos.** | Explores differences between familiar or unfamiliar adults or between different types of objects. |  |  |  |
| **C.EM.IT.3b****8-18 mos.** | Matches objects by similar or related characteristics.  |  |  |  |
| **C.EM.IT.3c****16-36 mos.** | Sorts objects into two groups based on a single characteristic.  |  |  |  |
| **IMITATION AND SYMBOLIC REPRESENTATION AND PLAY (ISP)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **C.ISP.IT.1a****Birth-9 mos.** | Engages in give-and-take imitation games and play. |  |  |  |
| **C.ISP.IT.1b****8-18 mos.** | Imitates what other people did earlier. |  |  |  |
| **C.ISP.IT.1c****16-36 mos.** | Imitates more complex actions, words, or signs at a later time to communicate, make, or do something.  |  |  |  |
| **C.ISP.IT.2a****Birth-9 mos.** | Emerging  |  |  |  |
| **C.ISP.IT.2b****8-18 mos.** | Uses toy objects in the same ways as the real objects they represent are used. |  |  |  |
| **C.ISP.IT.2c****16-36 mos.**  | Uses objects as symbols to represent other objects during pretend play. |  |  |  |
| **C.ISP.IT.3a****Birth-9 mos.** | Emerging |  |  |  |
| **C.ISP.IT.3b****8-18 mos.** | Imitates everyday actions of others.  |  |  |  |
| **C.ISP.IT.3c****16-36 mos.** | Acts out routines, stories, or social roles using toys and other materials as props.  |  |  |  |

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| College and Career Readiness Standards  | **PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (PD)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **PERCEPTION (P)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **PD.P.IT.1a****Birth-9 mos.**  | Uses awareness to form a basic understanding of objects when given frequent opportunities to observe, handle, and use objects, including recognizing differences in texture and how things smell and feel.  |  |  |  |
| **PD.P.IT.1b****8-18 mos.**  | Uses awareness of objects in matching and connecting their use through play and interaction with a familiar adult, such as using a play bottle to feed a baby doll. |  |  |  |
| **PD.P.IT.1c****16-36 mos.**  | Observes others making things happen to understand the cause and effect relationship, such as a familiar adult preparing to go outside and then going to get a jacket or umbrella.  |  |  |  |
| **PD.P.IT.2a****Birth-9 mos.**  | Adjusts balance and movement with the changing size and proportion of child’s own body in response to opportunities in the environment. |  |  |  |
| **PD.P.IT.2b****8-18 mos.** | Uses distance, scans for obstacles, and plans how to move based on that information while learning to crawl, walk, or move in another way. |  |  |  |
| **PD.P.IT.2c****16-36 mos.**   | Uses perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills. |  |  |  |
| **GROSS MOTOR (GM)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **PD.GM.IT.1a****Birth-9 mos.** |  Explores new body positions and movements. |  |  |  |
| **PD.GM.IT.1b****8-18 mos.** | Moves from crawling, to cruising, to walking, and new muscle coordination for each new skill learned, such as how to manage changing ground surfaces. |  |  |  |
| **PD.GM.IT.1c****16-36 mos.** | Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping. |  |  |  |
| **PD.GM.IT.2a****Birth-9 mos.** | Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. |  |  |  |
| **PD.GM.IT.2b****8-18 mos.** | Uses body to position, balance, and especially to move, explore and examine materials, activities and spaces. |  |  |  |
| **PD.GM.IT.2c****16-36 mos.** | Uses variety of movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.  |  |  |  |
| **PD.GM.IT.3a****Birth-9 mos.** | Responds to sounds and sights in the environment by positioning head or body to understand the information in the event. |  |  |  |
| **PD.GM.IT.3b****8-18 mos.** | Shows awareness as skilled crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs. |  |  |  |
| **PD.GM.IT.3c****16-36 mos.** | Begins to learn about different body sizes and space, such as being aware of what size opening is needed for one’s body to move through. |  |  |  |
|  **FINE MOTOR (FM)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **PD.FM.IT.1a****Birth-9 mos.** | Coordinates hands and eyes when reaching for and holding steady or moving objects. |  |  |  |
| **PD.FM.IT.1b****8-18 mos.** | Uses hand-eye coordination for more difficult actions. |  |  |  |
| **PD.FM.IT.1c****16-36 mos.** | Uses hand-eye coordination when participating in routines, play and activities. |  |  |  |
| **PD.FM.IT.2a****Birth-9 mos.** | Uses single actions to explore shape, size, texture and weight of objects. |  |  |  |
| **PD.FM.IT.2b****8-18 mos.** | Explores features of objects and materials by using various hand actions, such as turning pages in a board book, turning the knobs on objects, or pointing to learn an object’s name. |  |  |  |
| **PD.FM.IT.2c****16-36 mos.** | Plans ways to use hands for various activities, such as stacking, building, connecting and self-care skills or routines. |  |  |  |
| **PD.FM.IT.3a****Birth-9 mos.** | Uses increasingly developed grasps and matches the grasp to the task, such as using the whole hand to bang objects together. |  |  |  |
| **PD.FM.IT.3b****8-18 mos.** | Extends reach by using simple tools. |  |  |  |
| **PD.FM.IT.3c****16-36 mos.** | Adjusts grasp to use different tools for different purposes. |  |  |  |
| **HEALTH, SAFETY AND NUTRITION (HSN)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **PD.HSN.IT.1a****Birth-9 mos.** | Emerging |  |  |  |
| **PD.HSN.IT.1b****8-18 mos.** | Expects and cooperates in daily self-care routines. |  |  |  |
| **PD.HSN.IT.1c****16-36 mos.** | Participates in healthy self-care routines with more independence. |  |  |  |
| **PD.HSN.IT.2a****Birth-9 mos.** | Emerging |  |  |  |
| **PD.HSN.IT.2b****8-18 mos.** | Emerging |  |  |  |
| **PD.HSN.IT.2c.i****16-36 mos.** | Accepts familiar adult guidance, support and protection when in unsafe situations. |  |  |  |
| **PD.HSN.IT.2c.ii****16-36 mos.** | Learns some differences between safe and unsafe play behaviors, such as classroom rules. |  |  |  |
| **PD.HSN.IT.3a****Birth-9 mos.** | Emerging |  |  |  |
| **PD.HSN.IT.3b****8-18 mos.** | Shows interest in new foods that are offered. |  |  |  |
| **PD.HSN.IT.3c.i****16-36 mos.** | Shows willingness to try new, healthy foods when offered on many occasions. |  |  |  |
| **PD.HSN.IT.3c.ii****16-36 mos.** | Begins to make healthy choices about which foods to eat when offered several choices, with support from a familiar adult. |  |  |  |

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| College and Career Readiness Standards  | **SOCIAL & EMOTIONAL DEVELOPMENT (SE)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **RELATIONSHIPS WITH ADULTS (RA)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.RA.IT.1a.i****Birth-9 mos.** | Interacts in predictable ways with familiar adults. |  |  |  |
| **SE.RA.IT.1a.ii****Birth-9 mos.** | Responds positively to familiar adults’ age appropriate efforts to help with stressful moments. |  |  |  |
| **SE.RA.IT.1b.i****8-18 mos.** | Seeks familiar adults for emotional support and encouragement. |  |  |  |
| **SE.RA.IT.1b.ii****8-18 mos.** | Reacts or may become distressed when separated from familiar adults. |  |  |  |
| **SE.RA.IT.1c.i****16-36 mos.** | Engages in positive interactions in a wide variety of situations with familiar adults. |  |  |  |
| **SE.RA.IT.1.c.ii****16-36 mos.** | Seeks familiar adults for comfort when distressed or tired.  |  |  |  |
| **SE.RA.IT.2a.i****Birth-9 mos.** | Recognizes familiar adults. |  |  |  |
| **SE.RA.IT.2a.ii****Birth-9 mos.** | May avoid or withdraw from unfamiliar adults. |  |  |  |
| **SE.RA.IT.2b****8-18 mos.** | Makes eye contact, moves, or stays close to familiar adults for emotional comfort when an unfamiliar adult approaches. |  |  |  |
| **SE.RA.IT.2c.i****16-36 mos.** | Often watches from a distance or waits for reassurance from a familiar adult before approaching someone new.  |  |  |  |
| **SE.RA.IT.2c.ii****16-36 mos.** | May engage in positive interactions when meeting new people, such as sharing a book with a visitor. |  |  |  |
| **SE.RA.IT.3a****Birth-9 mos.** | Communicates needs to familiar adults by using a variety of behaviors.  |  |  |  |
| **SE.RA.IT.3b****8-18 mos.** | Looks to or seeks help from familiar adults. |  |  |  |
| **SE.RA.IT.3c****16-36 mos.** | Asks a familiar adult for help or assistance when encountering difficult tasks or situations. |  |  |  |
| **RELATIONSHIPS WITH OTHER CHILDREN (RC)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.RC.IT.1a.i****Birth-9 mos.** | Looks at attentively, touches or explores another child’s face.  |  |  |  |
| **SE.RC.IT.1a.ii****Birth-9 mos.** | Show recognition for familiar children through actions or behaviors. |  |  |  |
| **SE.RC.IT.1b.i****8-18 mos.** | Participates in simple back-and-forth interactions with another child.  |  |  |  |
| **SE.RC.IT.1b.ii****8-18 mos.** | Interacts with a few children or a regular basis. |  |  |  |
| **SE.RC.IT.1c.i****16-36 mos.** | Seeks out other children for social interactions including initiating contact and responding to others. |  |  |  |
| **SE.RC.IT.1c.ii****16-36 mos.** | Develops friendships and engages in more elaborate play with friends.  |  |  |  |
| **SE.RC.IT.2a****Birth-9 mos.** | Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy. |  |  |  |
| **SE.RC.IT.2b.i****8-18 mos.** | Participates in simple imitation games, such as making similar sounds or running after another child.  |  |  |  |
| **SE.RC.IT.2b.ii****8-18 mos.** | Plays next to other children with similar toys or materials. |  |  |  |
| **SE.RC.IT.2c****16-36 mos.** | Joins in play with other children by sometimes taking turns or participating in joint activities with a common goal, such as building block structures with others or pretending to eat together. |  |  |  |
| **EMOTIONAL FUNCTIONING (EF)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.EF.IT.1a****Birth-9 mos.** | Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness through facial expressions or gestures to prompt a response from a familiar adult. |  |  |  |
| **SE.EF.IT.1b****8-18 mos.** | Expresses a variety of emotions and modifies their expressions according to the reactions of familiar adults, based on the child’s cultural (family) background. |  |  |  |
| **SE.EF.IT.1c****16-36 mos.** | Expresses a wide range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others. |  |  |  |
| **SE.EF.IT.2a****Birth-9 mos.** | Attends with interest when others express emotions. |  |  |  |
| **SE.EF.IT.2b****8-18 mos.** | Responds to others’ emotional expressions, often by sharing an emotional reaction such as smiling, verbalizing or pouting. |  |  |  |
| **SE.EF.IT.2c****16-36 mos.** | Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways. |  |  |  |
| **SE.EF.IT.3a****Birth-9 mos.** | May imitate another person’s distressed emotions/facial expressions. |  |  |  |
| **SE.EF.IT.3b.i****8-18 mos.** | Notices when another child is crying or upset. |  |  |  |
| **SE.EF.IT.3b.ii****8-18 mos.** | May seek adult’s help or offer something to help another child, such as blanket or toy. |  |  |  |
| **SE.EF.IT.3c.i****16-36 mos.** | Expresses empathy toward other children or familiar adults who have been hurt or are crying by showing concerned attention. |  |  |  |
| **SE.EF.IT.3c.ii****16-36 mos.** | May try to comfort them with words or actions. |  |  |  |
| **SE.EF.IT.4a****Birth-9 mos.** | Is comforted by a familiar adult. |  |  |  |
| **SE.EF.IT.4b****8-18 mos.** | Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult or engages in self-comforting behaviors. |  |  |  |
| **SE.EF.IT.4c****16-36 mos.** | Shows developing ability to cope with stress or strong emotions by using familiar strategies. |  |  |  |
| **SENSE OF IDENTITY AND BELONGING (IB)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SE.IB.IT.1a****Birth-9 mos.** | Learns about self by exploring hands, feet, body and movement. |  |  |  |
| **SE.IB.IT.1b****8-18 mos.** | Experiments with use of hands and body, discovering how movement and gestures can be used to relate to others. |  |  |  |
| **SE.IB.IT.1c.i****16-36 mos.** | Shows awareness of own thoughts, feelings and preferences as well as those of others. |  |  |  |
| **SE.IB.IT.1c.ii****16-36 mos.** | Uses different forms of communication to refer to self and others. |  |  |  |
| **SE.IB.IT.2a.i****Birth-9 mos.** | Responds to own name when stated by a familiar adult. |  |  |  |
| **SE.IB.IT.2a.ii****Birth-9 mos.** | Distinguishes primary caregivers from others. |  |  |  |
| **SE.IB.IT.2b****8-18 mos.** | Develops self-awareness (recognizing self as separate individual from caregiver). |  |  |  |
| **SE.IB.IT.2c****16-36 mos.** | Identifies obvious physical similarities, differences and compares characteristics between self and others. |  |  |  |
| **SE.IB.IT.3a****Birth-9 mos.** | Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others. |  |  |  |
| **SE.IB.IT.3b.i****8-18 mos.** | Expresses desires and preferences. |  |  |  |
| **SE.IB.IT.3b.ii****8-18 mos.** | Seeks to draw a familiar adult’s attention to objects of interest or new physical skills and attends to familiar adult’s responses. |  |  |  |
| **SE.IB.IT.3c.i****16-36 mos.** | Contributes own ideas, skills and abilities to activities and experiences with adults and other children. |  |  |  |
| **SE.IB.IT.3c.ii****16-36 mos.** | May call attention to new skills and abilities or seek to do things by self. |  |  |  |
| **SE.IB.IT.4a****Birth-9 mos.** | Shows awareness of familiar routines by behaviors. |  |  |  |
| **SE.IB.IT.4b****8-18 mos.** | Anticipates familiar routines or activities. |  |  |  |
| **SE.IB.IT.4c****16-36 mos.** | Refers to personal or family experiences and events that have happened in the recent past. |  |  |  |

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| College and Career Readiness Standards  | **APPROACHES TO LEARNING (AL)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **EMOTIONAL AND BEHAVIORAL SELF-REGULATION (EB)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **AL.EB.IT.1a****Birth-9 mos.** | Interacts with familiar adults for calming and comfort, to focus attention and to share joy. |  |  |  |
| **AL.EB.IT.1b****8-18 mos.** | Seeks to be close to familiar adults for help with strong emotions by physical or eye contact. |  |  |  |
| **AL.EB.IT.1c****16-36 mos.** | Uses various strategies to help manage strong emotions, such as removing self from the situation, covering eyes or ears, or seeking support from a familiar adult. |  |  |  |
| **AL.EB.IT.2a****Birth-9 mos.** | Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress. |  |  |  |
| **AL.EB.IT.2b.i****8-18 mos.** | Looks to familiar adults for assistance and guidance with actions and behavior. |  |  |  |
| **AL.EB.IT.2b.ii****8-18 mos.** | May try to calm self by sucking on fingers or thumb when overly excited or distressed. |  |  |  |
| **AL.EB.IT.2C****16-36 mos.** | Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs. |  |  |  |
| **COGNITIVE SELF-REGULATION (CS)****(EXECUTIVE FUNCTIONING)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **AL.CS.IT.1a****Birth-9 mos.** | Develops, with support, some ability to filter out distracting sensory stimuli to focus on and attend to important people or objects in the environment with support. |  |  |  |
| **AL.CS.IT.1b.i****8-18 mos.** | Shows increasing ability to attend to people. |  |  |  |
| **AL.CS.IT.1b.ii****8-18 mos.** | Shows increasing ability to attend to objects and activities. |  |  |  |
| **AL.CS.IT.1b.iii****8-18 mos.** | Shows increasing ability to extend or complete an activity. |  |  |  |
| **AL.CS.IT.1b.iv.****8-18 mos.** | Shows increasing ability to attend to or join others in a common or shared focus. |  |  |  |
| **AL.CS.IT.1c****16-36 mos.** | Participates in activities and experiences with people, objects, or materials that require attention and common or shared focus. |  |  |  |
| **AL.CS.IT.2a****Birth-9 mos.** | Shows increasing ability to continue interactions with familiar adults or toys for increasing amounts of time. |  |  |  |
| **AL.CS.IT.2b****8-18 mos.** | Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties. |  |  |  |
| **AL.CS.IT.2c****16-36 mos.** | Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful. |  |  |  |
| **AL.CS.IT.3a****Birth-9 mos.** | Shows repetitive patterns in actions or behaviors, but sometimes tries more than one way to solve a problem or interact with someone. |  |  |  |
| **AL.CS.IT.3b****8-18 mos.** | Shows ability to shift focus to attend to something else, participate in a new activity, or try a new approach to solving a problem. |  |  |  |
| **AL.CS.IT.3c****16-36 mos.** | Modifies actions or behaviors in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule. |  |  |  |

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| **INITIATIVE AND CURIOSITY (IC)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **AL.IC.IT.1a****Birth-9 mos.** | Initiates interactions with familiar adults through expressions, actions, sounds or behaviors. |  |  |  |
| **AL.IC.IT.1b.i****8-18 mos.** | Points to desired people, objects or places and initiates actions, such as looking for a favorite toy or bringing a book to a familiar adult to read. |  |  |  |
| **AL.IC.IT.1b.ii****8-18 mos.** | Actively resists actions or items not wanted. |  |  |  |
| **AL.IC.IT.1c****16-36 mos.** | Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground. |  |  |  |
| **AL.IC.IT.2a****Birth-9 mos.** | Shows excitement when engaged in learning, such as smiling at a familiar adult, laughing after batting at a mobile, kicking or moving arms and legs in an emphatic way or knocking over a toy. |  |  |  |
| **AL.IC.IT.2b.i****8-18 mos.** | Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials. |  |  |  |
| **AL.IC.IT.2b.ii****8-18 mos.** | Actively resists actions or items not wanted. |  |  |  |
| **AL.IC.IT.2c****16-36 mos.** | Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pine cones in the fall. |  |  |  |
| **CREATIVITY (C)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **AL.C.IT.1a.i****Birth-9 mos.** | Uses a variety of ways to interact with other people. Changes expressions, actions, or behaviors based on responses of others. |  |  |  |
| **AL.C.IT.1a.ii****Birth-9 mos.** | Makes discoveries about self, others and the environment. |  |  |  |
| **AL.C.IT.1b.i****8-18 mos.** | Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.  |  |  |  |
| **AL.C.IT.1b.ii****8-18 mos.** | Uses objects in new ways. |  |  |  |
| **AL.C.IT.1c.i****16-36 mos.** | Combines objects or materials in new and unexpected ways.  |  |  |  |
| **AL.C.IT.1c.ii****16-36 mos.** | Shows interest in and curiosity about the world around them such as exploring new areas of a room. |  |  |  |
| **AL.C.IT.1c.iii****16-36 mos.** | Seeks out new information and explores new play and tasks both independently and with adult support. |  |  |  |
| **AL.C.IT.1c.iv****16-36 mos.** | Shows delight in creating something new. |  |  |  |
| **AL.C.IT.2a****Birth-9 mos.** | Emerging |  |  |  |
| **AL.C.IT.2b.i****8-18 mos.** | Uses sounds, gestures, signs, or words playfully through songs, fingerplays, or games.  |  |  |  |
| **AL.C.IT.2b.c****16-36 mos.** | Uses imagination to explore possible uses of objects and materials. Engages in make-believe play with other children. |  |  |  |