



# CONNECTICUT



## Documentation and Observation for Teaching System

Observation Progressions



2018



# PURPOSE

The Connecticut Documentation & Observation for Teaching System (CT DOTS) is a framework to guide early care and education providers in a process of monitoring children's progress on the skills, abilities and behaviors in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early care and education providers to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for providers to partner with families in sharing information about individual children.



**Used in conjunction with the CT ELDS, CT DOTS is a foundation for**

- gathering data about children's skills, abilities and behaviors,
- planning additional supports (e.g., curriculum, instruction, professional development, family activities, adult support),
- summarizing evidence of children's progress, and
- communicating around common goals.

**CT DOTS should NOT be used for the following purposes:**

1. To evaluate program or educator effectiveness
2. As a developmental screening tool
3. To determine the need for additional services (beyond planning instructional supports to be offered as a part of an existing early care and education program)

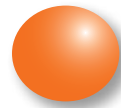
**Please refer to the CT DOTS User's Manual for important information regarding the appropriate use of this tool and to access summary forms.**



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# DOMAIN: Cognition • OBSERVATION PROGRESSION: Cognitive Flexibility

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Shows awareness of familiar and new experiences</b>	<b>Acts to solve very simple problems</b>	<b>Uses varied actions to explore and interact with their environment</b>	<b>Adjusts actions to accomplish a desired effect</b>	<b>Uses objects in new ways and experiments to see results of new actions</b>
<b>EXAMPLES</b>	Turns head toward sounds Looks to where familiar adult disappears Anticipates common routines (e.g., bottle presented, being picked up)	Reaches for a desired toy or blanket that is out of reach Moves something that is in the way Adjusts vocalizations or actions to get attention Moves away from something that is not wanted	Seeks object that is partially covered (e.g., moves blanket to retrieve object) Responds differently to adults and children Acts to have enjoyable activity repeated (e.g., coos to get adult to bounce him/her again, touches toy to get it to repeat noise)	Uses different actions to obtain objects (e.g., jumps to reach something) Tries a new action to manipulate objects in a particular way (e.g., imitates adult to put items in a container) Adjusts action when attempt is unsuccessful (e.g., pushes harder when first soft push doesn't work)	Tries several ways of using a new toy Performs multiple actions, watching for others' reactions each time Bounces, throws, or slides balls, watching for different results
<b>NATURALISTIC OBSERVATION</b>	Observe child during familiar routines with primary caregiver when child is in a calm but alert state. Note response to variations and to familiar aspects of the routine.	Observe child during everyday routines and/or playtime. Note response when things do not happen as expected or when simple frustrations are encountered, such as not being able to reach objects or manipulate an item in an expected manner.	Observe child interacting with familiar caregiver when child is satisfied and alert. Observe child actions that are a response to what is happening or that cause something to happen. Note any adjustments in child actions when circumstances change or if their first attempts aren't successful.	Observe child during active alert times, when working to accomplish things with toys or household materials. Note how child attempts to manipulate items, whether items are used in new and different ways and whether child adjusts their actions if they are not successful at getting an item to work on the first attempt.	Observe child interact with objects multiple times. Note whether some objects are used in a variety of ways or whether objects are used primarily in prescribed or repetitive ways.
<b>PLANNED EXPERIENCES</b>	During familiar routines, introduce a new item. Note child's response to new visual stimuli and/or to sounds that originate from something out of the field of vision (e.g., a rattle that is shaken on the opposite side of where child is looking). Observe whether child looks to object, changes state, moves, etc.	During playtime, move items child is enjoying just out of reach or partially hide objects, being careful to challenge but not frustrate child. Observe what child does in attempt to reach object.	When playing with an item the child is interested in, cover the object with a blanket or cloth (within the child's view). Note what the child does to retrieve the item. Do different interesting things with the item (e.g., make a noise with it, shake it, put in on someone's head). Note child's attempts to get you to repeat an action and difference in his/her response to different actions or items.	Present child with an item that can be used in multiple ways (e.g., a container with a lid which can be used to hold items, shake with items inside to make a noise or tap like a drum). Observe how the child uses the object independently and the response when adult models new actions with object.	Present child with a familiar and unfamiliar object (e.g., a container they are familiar with and a new smaller item). Observe use of the items and note if new ways of using the familiar object are attempted. If child does not do this spontaneously, model a new action and observe response.
<b>FAMILY INPUT</b>	What does your child do when something new or unexpected happens during a daily routine? Does he/she look toward or notice sounds? What happens when you move out of your child's sight? When you get ready to pick up your child does it seem that he/she is ready for this to happen? What does he/she do that makes you think he/she is anticipating you picking him/she up?	What does your child do when he/she can't reach something that he/she wants? Will your child move objects to get at what he/she wants?	What does your child do with objects he/she is interested in? What does he/she do that shows he/she is interested? What does he/she try in order to get something he/she likes to happen again? Does he/she act differently around different people? If so, describe these differences.	What does your child like to play with? What does your child do with his/her favorite things? Does your child usually use these things in the same way or does he/she try new ways of using these things? What happens if you show your child a new way to use something?	What does your child do when using or playing with familiar things? Describe a time when your child tried something new to see what happened. Does your child try new ways of using toys they have had for a while? When your child first has something new, does he/she try different ways of using it?

# DOMAIN: Cognition • OBSERVATION PROGRESSION: Cognitive Flexibility

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Attempts new ways of doing things</b>	<b>Uses trial and error to solve problems, but will accept adult assistance to try a new approach when a strategy isn't working</b>	<b>Tries a new strategy when first strategy is not successful at solving a problem</b>	<b>Generates multiple potential strategies to solve a problem</b>	<b>DESCRIPTION</b>
Attempts known strategies in new situations (e.g., tries to shake an item out of a container because that has worked with a different container) Uses familiar objects in new ways Tries multiple ways of using a new item	Uses different objects to extend reach to get object that is out of reach Tries different ways to open a container (e.g., twisting, pulling, banging or asking for help) Attempts to solve a problem using same strategy but tries a new approach after an adult suggestion (e.g., "try turning it the other way")	Adjusts a puzzle piece position to fit space Makes a road or ramp wider so that a car can fit without falling off Tries new way of opening a container after twisting lid doesn't work	Talks through several possible solutions to a problem and then chooses one to try Tries multiple ways to manipulate an object, adjusting efforts that seem promising and abandoning those that meet with no success After attempting to use multiple strategies, looks to adult or peer as a resource to generate other possible solutions	<b>EXAMPLES</b>
Observe how child uses objects during everyday routines. Note attempts to use familiar objects in ways that are unique or new. If child is using new objects, observe how many ways child uses items or whether child relies only on cues from others before using items. Observing for new uses may require some discussion/ input with caregivers.	Observe child during everyday situations and minor frustrations. Note response to attempts to solve problems or work with objects that are not successful. Note whether child seeks out or accepts adult assistance.	Observe child during everyday situations. Look for opportunities to observe child solving simple everyday problems, such as opening containers or working a new toy or puzzle. Note attempts to solve the problem, including the strategies used.	Observe child with new materials or when there is an opportunity to participate in a daily routine/task that is new or slightly challenging. Note child's attempts at new skills and what strategies are used to complete new task or get new materials to work. Note whether child thinks or talks through possible solutions.	<b>NATURALISTIC OBSERVATION</b>
Present child with materials that are somewhat challenging. Observe whether child tries a common, known strategy for achieving the result. Model a familiar strategy if child does not try it independently. (Note that observing for this skill will require familiarity with child's daily routine and commonly used materials.)	Present child with new materials that may require the child to figure out how to use item. Observe whether child tries different strategies to get items to work, encouraging them to try something else if child does not initiate effort. Note requests or acceptance of adult assistance.	Present child with materials that require some problem solving (e.g., a container that is not easily opened but has something the child wants inside). Observe child's attempts to complete the desired action for a few moments. Observe whether child tries just one strategy or tries different ways of addressing the situation. Note whether random strategies are attempted or strategies are refined from one attempt to the next. If child is not successful, model how to manipulate item and observe if actions are imitated.	Present child with materials that require some problem solving (e.g., a container that is not easily opened but has something the child wants inside). Observe the child's attempts to complete the desired action for a few moments. Observe whether child tries just one strategy or if there are different ways of addressing the situation. Observe whether child seeks other resources (including adults) to solve problem.	<b>PLANNED EXPERIENCES</b>
Has your child ever tried to solve a problem by trying something that worked with something else (e.g., try twisting off a lid because that worked for a different lid)? What does your child do if this doesn't work? Does your child try another way to solve the problem? Does your child try new ways of using familiar items? Describe a time that they used something familiar in a new way.	Describe how your child acts in situations that are a little hard for them (e.g., using something new or trying to get something from someone new). If something doesn't go the way he/she wants, does your child try something else (e.g., he/she can't reach something so he/she gets a stick to help them reach)? What does your child do to try to solve simple problems? What does he/she do when adults offer to help solve a problem?	What does your child do when trying to figure out how to do something and the first thing tried doesn't work? Is your child able to try something different? Does he/she ask for help or adjust what they tried the first time? Describe how your child worked to solve a problem recently.	Does your child try to figure things out when something doesn't go the way he/she wanted or do they ask for help right away? What does your child do when trying to solve a problem? Is your child able to think of more than one possible way to solve the problem? Does he/she ask for help or try to adjust what they tried the first time?	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Problem  
Solving

Cognitive  
Flexibility



# DOMAIN: Cognition • OBSERVATION PROGRESSION: Initiative/Motivation

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Show interest in environment through response to sensory experiences</b>	<b>Explores the immediate environment using different senses</b>	<b>Interacts with environment using senses and actions</b>	<b>Shows interest in and seeks out sights, sounds, objects and effects</b>	<b>Actively investigates sights, sounds, actions and/or objects</b>
<b>EXAMPLES</b>	Shows interest when slowly moving object disappears Inspects own hands Responds differently to warm/cold, rough/smooth Listens to adult voice for brief periods (up to 30 seconds)	Orients to sounds or movement Shows interest by reacting to stimuli or events by laughing, babbling or moving Shows interest in the results of their actions and “accidental” discoveries	Follows moving object with body and/or eyes Engages in back-and-forth games involving movement or sound (e.g., peek-a-boo, tickle games) Shows interest in the result of actions (e.g., drops objects, makes sound or noise to get adult reaction)	Seeks out familiar people or objects that are not in immediate presence by vocalizing, using gestures, smiling, etc. Shows interest in new sights, sounds and objects by showing excitement, reaching, watching intently, etc. Anticipates something in next room or person approaching from out of sight Recognizes effect of own actions on an object (e.g., shakes a rattle to make a sound)	Explores results of new actions on objects Experiments with using objects to make different sounds Explores new objects with a variety of senses and/or actions (e.g., feels it, shakes and listens or moves it) Imitates others actions to achieve a result (e.g., copies someone pounding on drum to make a sound or pushing a button to turn on a light)
<b>NATURALISTIC OBSERVATION</b>	Observe when child is alert and content in the presence of a primary caregiver and has an opportunity to see, hear or feel things. Note child’s responses to sights, sounds and feelings including the caregiver’s voice, the touch of items or moving items.	Observe when child is alert and content and has an opportunity to see, hear or touch things. Note how child responds to different types of stimuli and what child does to seek out or further explore sights, sounds or objects (e.g., continues to listen to sounds, moves to see new object better, touches or mouths objects).	Observe during a daily routine that is likely to involve a small amount of wait time (e.g., seated for snack but waiting to be feed). Note child’s attempts to gain attention or get a reaction. Observe during interactions with primary caregiver to look for engagement in back-and-forth exchanges.	Observe child in environments that provide adequate, but not excessive, stimulation to spark interest and engagement. Note child’s reactions to familiar and novel stimuli and to the effect of own actions on objects and people.	Observe child in environments that provide opportunities for safe exploration. Observe how child uses senses to explore and learn about environment, objects and/or people. Note child’s attempts to explore in new and different ways (e.g., first looks at items, then touches item, then tries to make sound with it).
<b>PLANNED EXPERIENCES</b>	Provide child with a pleasant sensory experience, such as a visually interesting object (with high contrast) moving slowly across the field of vision), a new noise, the voice of a familiar caregiver or a blanket that has a different texture. Try a different experience if the child seems to loose interest. Note child’s reactions to the different stimuli.	Present child with a variety of objects that draw on different senses, presenting one at a time and allowing child to explore each object for as long as they would like. Observe and document response to the variety of objects.	Engage child in play with a few items. Make an interesting noise or do something silly with an item and observe for child’s reaction. Wait before repeating to see if child acts to get you to repeat. Engage child in back-and-forth play making noises or involving action (e.g., bounce child gently on knee and wait for child to request more before repeating).	Because initiative and engagement are based on individual interests and occur over time in different situations, examples of specific planned experiences are not included. However, in order to effectively promote and observe initiative and engagement, children should be intentionally exposed to many engaging and child-centered exploration activities that promote curiosity, initiative, asking questions, investigating and collaborating with others. Providing the child with opportunities to actively engage with a variety of materials, movements, sounds, sights and topics of interest that are relevant and of high-interest will provide opportunities to observe and document their progress in this area over time.	
<b>FAMILY INPUT</b>	Describe how your child responds to your voice. Does your child react to other new sights or sounds? Does he/she look at his/her own hands? What does your child do if he/she feels cold or warmth or if he/she feels a different texture (e.g., something that is rough or smooth)?	Describe what your child does with new people or objects. What does your child do when there is something new to see, hear or feel? Does your child show interest in new objects by listening, looking or reaching?	What does your child do if he/she wants to get your attention or wants you to repeat something you just did (e.g., something funny). Does he/she watch a moving object, following it with his/her eyes and body? What kind of simple games does your child play with you (e.g., peek-a-boo)?	Does your child prefer certain people or objects? Is your child interested in new sights, sounds or objects? How does your child show that he/she likes something?	Describe what your child does when he/she explores new things. Does he/she try new ways of doing things to see what happens (e.g., banging on something with different things to see what sound it makes)?

# DOMAIN: Cognition • OBSERVATION PROGRESSION: Initiative/Motivation

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Engages in interactions and activities of interest with purpose</b>	<b>Shows interest in different activities or topics, seeking new information or seeking out particular objects</b>	<b>Shows interest in specific activities or topics, seeking new interests but maintaining interest in some materials or topics over time</b>	<b>Expresses interest in topics over time and actively explores new topics</b>	<b>DESCRIPTION</b>
Shows continued interest for brief periods of time (2-3 minutes) when engaging in play with caregiver Shows a desire to accomplish something (e.g., completing a task or doing something successfully) Engages with others in shared activity with clear intent (e.g., works with caregiver to push something as fast as possible) Repeats actions over and over and notices results	Actively participates in a new experience, exploring materials and talking about topic Seeks out new object or information related to a familiar and favored topic (e.g., reads a book about a topic then chooses another book on same topic or wants to play with a toy related to book topic) Asks questions about area of interest Varies actions on object to observe results	Shows interest in a particular type of play (e.g., block or dramatic play), a specific animal or another topic, frequently seeking out experiences connected to this interest over the course of weeks or months Ask questions about new or unusual experiences or objects Explores a new topic or material when there is an opportunity (e.g., reading a book about something new or playing with new materials) Spends time manipulating items to observe impact of various actions	Shows continued interest in a topic over several weeks or months, learning new information and engaging in different experiences related to this topic (e.g., seeks out books about horses, plays with toy horses and draws horses) Explores a new topic (may be briefly) playing with materials or reading books Asks questions about new objects or subjects of interest Seeks materials related to interests that are not present in immediate environment Experiments with objects to learn about the effect of actions, the properties of the objects, etc.	<b>EXAMPLES</b>
Observe child's approach to exploring items of interest. Note whether child tries new things or works to interact with materials or the environment in ways that are challenging (e.g., tries a new difficult move while dancing or tries to retrieve something of interest that is hard to reach). Note reactions when actions have a noticeable effect.	Observe for patterns in experiences and materials that child seeks out. Note reactions to new and novel materials or experiences that fit with patterns of interest.	Observe child when there is an opportunity to interact with new materials or engage in new experiences. Observe child's responses to opportunities that fit with patterns of interest but are novel (e.g., new book or toy related to favorite animal).	Observe child when there is an opportunity to choose from a variety of materials or books. Note the materials and topics that child seeks out. Note patterns in preferred materials or topics of conversation over time and note child's response to new topics.	<b>NATURALISTIC OBSERVATION</b>
Because initiative and engagement are based on individual interests and occur over time in different situations, examples of specific planned experiences are not included. However, in order to effectively promote and observe initiative and engagement, children should be intentionally exposed to many engaging and child-centered exploration activities that promote curiosity, initiative, asking questions, investigating and collaborating with others. Providing the child with opportunities to actively engage with a variety of materials, movements, sounds, sights and topics of interest that are relevant and of high-interest will provide opportunities to observe and document their progress in this area over time.				<b>PLANNED EXPERIENCES</b>
What does your child do when he/she likes a toy, book or person? Does he/she play for a little while? Does he/she try to make things work or use things for a reason? Describe a recent time when your child played with a toy he/she likes. (Alternatively, ask family about something the child enjoys and follow up with questions about how child engages in activity. For example, ask, "Do they work at new ways of using ____?").	How do you know when your child is interested in something? Does your child stay with things for brief periods of time? Does he/she want to do the same things over and over again? Does he/she also like to experience new objects or experiences?	How does your child respond when he/she has a chance to explore new things or try doing something new? Does your child have favorite things or topics? How long has your child been interested in ____?	What does your child do when there is a chance to explore new materials or have new experiences? Does your child like to explore how to make things happen or change? Does your child have favorite things or topics he/she is interested in? How long has your child been interested in ____?	<b>FAMILY INPUT</b>

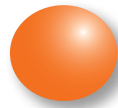
Aligned  
CT ELDS  
Learning  
Progressions

Engagement  
with  
Environment  
People &  
Objects

Eagerness to  
Learn

Curiosity &  
Initiative

Cause &  
Effect



# DOMAIN: Cognition • OBSERVATION PROGRESSION: Engagement in Learning

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Shows beginning awareness of environment and actions</b>	<b>Repeats actions to obtain the same result</b>	<b>Explores new actions and interactions</b>	<b>Engages in activities and practices actions</b>	<b>Engages with objects or activities, completing some simple tasks or activities</b>
<b>EXAMPLES</b>	<p>Explores objects with mouth</p> <p>Watches speaker’s eyes and mouth</p> <p>Notices and repeats movement of legs or arms</p>	<p>Makes a silly noise, notices caregiver laugh and repeats action to gain same response from caregiver</p> <p>Bangs on table and then repeats action to make same noise again</p> <p>Uses a toy in a new way, notices that it responds differently and repeats the action</p> <p>Connects their movement with the reaction/result (e.g., moves hand with rattle and notices that it makes a sound)</p>	<p>Imitates using simple objects in the manner intended (e.g., attempts rolling a ball or pushing a car, looks at a book)</p> <p>Imitates familiar gestures</p> <p>Works to find hidden objects</p>	<p>Explores new objects, trying different actions</p> <p>Practices putting items into a container or stacking items over and over until successful</p> <p>Shows preference for some materials by choosing to play with them repeatedly</p>	<p>Works with caregiver to put items in a shape sorter</p> <p>Shows preference for particular objects or activities by pointing or using words</p> <p>Uses objects in new ways, investigating effects of actions on objects</p>
<b>NATURALISTIC OBSERVATION</b>	Observe child in a calm, content state in the presence of primary caregiver. Note child’s actions and interaction with caregiver and/or objects.	Observe child interact with others or explore objects that can be manipulated for a desired result.	Observe child in a familiar environment in which child has the opportunity to explore objects, move and interact with familiar adults. Note child’s use of gestures and the manner in which he/she uses familiar objects.	Observe child interact with others and explore a variety of objects. Note response when an activity that is new or slightly challenging is encountered.	Observe child interact with others and explore a variety of objects. Note efforts to work to a logical or clear end to an activity (e.g., complete putting things away, end a hide-and-seek game after someone has been found).
<b>PLANNED EXPERIENCES</b>	Place object that makes noise (e.g., a rattle) in child’s hand. Note child’s movements and indications that child is aware of their actions (e.g. repeating motion, changing facial expression). Talk to child during the interaction and note child’s response to voice and face.	Respond to child’s action with some clear reaction (e.g., make a silly face when child reaches out to touch you) or share an item that has a clear result for child’s action (e.g., a toy that makes a noise when child shakes it). Observe for child repeating their action in order to obtain the same result.	Interact with child and a few simple items with a clear way of using them (e.g., a toy car, a ball and a book). Observe how the child uses the items independently. If child isn’t sure how the objects are used, demonstrate (e.g., push the car, roll the ball toward them, hold the book and look at picture). Note whether the child imitates your use of items.	Offer child a choice between a few selected materials that have a clear purpose and which may present a slight challenge or goal for the child. Observe whether child purposefully selects an activity and engages in actions to work toward successfully manipulating the selected material.	Offer child a choice between a few selected age appropriate materials that have a clear purpose and point of completion (e.g. a simple shape sorter, stacking rings). Observe whether child purposefully selects an activity, engages in actions to complete activity and/or completes the simple activity.
<b>FAMILY INPUT</b>	Describe how your child interacts with you when you are face to face. When you speak does your child watch your face and seem interested? What does your child do if you place an object in his/her hand? Does he/she explore the object with his/her mouth?	Describe something your child likes to do. If your child does something and likes what happens (e.g., doing something silly and getting a laugh, dropping something that you pick up, etc.), does he/she repeat that action over and over?	Does your child have certain toys he/she likes to use? What does he/she do with the toys? Does he/she use these toys in the way they are usually used (e.g., roll a ball). Have you noticed your child imitating your actions? Describe a time when you noticed this.	Does your child choose certain activities or toys at home? Does he/she work at doing something a certain way or completing a simple action (e.g., putting items in a container)? Tell me about something your child really likes to play with. Describe how he/she plays with this item.	Does your child choose certain activities or toys at home? Does your child work to finish certain things, such as using all of the blocks to build a tower or putting all the clothes in the laundry basket? Tell me about something your child really likes to play with. Describe how he/she plays with this item.



# DOMAIN: Cognition • OBSERVATION PROGRESSION: Engagement in Learning

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Initiates and completes simple activities with a clear end, keeping the intended purpose in mind</b>	<b>Chooses activities and works to complete task or gain mastery, maintaining focus in the face of minor routine distractions</b>	<b>With adult prompting, plans actions/steps needed to complete a selected activity</b>	<b>Focuses attention to complete activities that involve planning and carrying out multiple steps over time</b>	<b>DESCRIPTION</b>
<p>Finishes wiping off a table</p> <p>Completes a simple puzzle, despite some frustration</p> <p>Hurries to finish reading book with adult before getting up to investigate something else of interest</p>	<p>Works to reach item that is hard to reach, trying different strategies</p> <p>Repeatedly tries to climb on playground equipment to master getting to the top</p> <p>Finishes setting up materials for a pretend play scenario despite minor distractions (e.g., another child calling for attention or noises outside)</p>	<p>Remembers necessary steps to complete simple familiar task, even in the face of minor frustrations (e.g., paints at easel with watercolors or cleans up after snack)</p> <p>Works with an adult to plan steps to create something and works toward goal, despite some frustration</p> <p>Follows directions to complete simple projects or tasks. May need assistance from adults to remember steps or may look to peers for models.</p>	<p>Keeps in mind relevant topic of discussion or theme of play scenario and contributes in meaningful, relevant ways</p> <p>Works with an adult to plan how to build a building out of blocks, then completes steps</p> <p>Works with a group to plan and complete a building project that takes place over several days (e.g. building a train during an inquiry process related to train stations)</p>	<b>EXAMPLES</b>
<p>Observe child engage in familiar purposeful activities, documenting response when frustration is encountered and efforts to complete the task/activity. Note distractions that make it difficult to focus attention or remember what is needed to keep in mind to complete the activity/task.</p>	<p>Observe child when there are options for activities/materials. Note efforts to finish an activity and any repetition of activities in order to improve or master a skill or achieve something (e.g., throwing a ball at a target repeatedly, trying to build a tall tower or working to clean up something messy).</p>	<p>Observe child approach tasks or activities. Note if necessary steps are remembered and kept in mind. Notice child's response to any frustrations encountered when working to complete a task or activity.</p>	<p>Observe child approach tasks or activities. Note planning of action steps or roles, follow through and success in keeping the steps/topic/plan in mind.</p>	<b>NATURALISTIC OBSERVATION</b>
<p>Offer child a choice between a few selected developmentally appropriate materials that have a clear purpose and point of completion and which are likely to present a small challenge (e.g., simple inset puzzle, pegboard. Observe whether child purposefully selects an activity, engages in actions to complete activity and/or keeps the intended purpose in mind in order to complete the simple activity.</p>	<p>Plan a learning experience that involves a new skill (one that fits with child's current developmental level) and familiar materials (e.g., using tape or paint brush with glue to attach two papers). Observe whether child remembers and keeps track of materials involved in activity and works to master the new skill to achieve the task.</p>	<p>Present a learning experience that will take multiple (2-3) steps (e.g., art project that involves cutting and gluing; gathering items, building and painting to make a store sign for dramatic play area). Ask child to plan out actions/steps to accomplish task, providing support as needed. Observe the planning process and how child follows the plan, as well as responses to minor frustrations that occur in the course of completing the task. Provide prompts for following through on steps as needed and note support provided.</p>	<p>Ask child to plan out action steps to complete a project involving multiple steps or to solve a problem (e.g., building a train out of cardboard boxes, figuring out how to get something from one place to another). Document the planning process, how well child follows the plan, keeps in mind the relevant aspects of the task and what types of support are provided. Note responses to minor frustrations that occur in the course of completing the task.</p>	<b>PLANNED EXPERIENCES</b>
<p>Does your child choose activities and then finish them? What does he/she do when something is a little frustrating? Describe how he/she does simple jobs at home. Does he/she try to finish activities that have a clear end (e.g., complete a puzzle)? Is he/she able to finish simple jobs such as putting toys away?</p>	<p>Describe how your child starts a simple task or activity. Is your child able to focus on the reason for the task and finish what he/she is doing (e.g., taking garbage to the garbage can, wiping the table, finishing a puzzle)? Does your child ever do things over again so they learn how to do it well?</p>	<p>Does your child ever make plans for what he/she is going to do? Can your child remember the steps needed to complete a simple task such as getting a tissue to wipe nose and then putting the tissue in the garbage? What happens if your child gets frustrated during the task/activity? Describe a task or activity you have seen your child finish recently.</p>	<p>Do you talk with your child about things they are interested in? Is he/she able to stay with the same topic for a while? Can your child follow steps to finish simple tasks that involve a few steps (e.g., picking up after dinner, putting dishes in sink and putting garbage in the garbage can; using watercolors by dipping brush in water, then in paint and then on paper).</p>	<b>FAMILY INPUT</b>

*Aligned  
CT ELDS  
Learning  
Progressions*

**Choosing & Planning**

**Task Persistence**

**Working Memory**

**Engagement with Environment People & Objects**

**Regulation of Attention & Impulses\***

*\* Regulation of Attention & Impulses is also addressed in the Regulation Observation Progression*



# DOMAIN: Cognition • OBSERVATION PROGRESSION: Logic and Reasoning

AGE BANDS	0 – 3 months	3– 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Begins to connect sensations and responses</b>	<b>Recognizes familiar people or objects in immediate environment</b>	<b>Uses different actions which vary depending upon the objects and people involved</b>	<b>Notices differences in or between objects/people</b>	<b>Matches similar items</b>
<b>EXAMPLES</b>	Looks at or reaches for objects that are close or touching Calms in presence of familiar sensations or actions (e.g., being rocked by parent, hearing familiar song) Searches for sound or smell with eyes	Responds with delight to family member or familiar caregiver Seeks out familiar toy, food or item related to daily routine (e.g., reaches for chair where rocked to sleep when tired) Has a preferred blanket, stuffed toy or other comfort item	Acts to gain response from familiar adult (e.g., touches or coos to get attention) Looks for objects that have fallen Uses multiple ways of exploring objects (e.g., mouths and shakes an object) Uses different approaches to hold an object based on size (e.g., uses fingers or both hands)	Responds to new or novel objects with interest Notices when familiar person has a change in appearance (e.g., significant change in hair, wears glasses when typically do not) Shows recognition of objects that are similar to other objects by using a new item in a familiar way (e.g., a child who has a toy drum uses a new unfamiliar drum in the same way)	Finds matching sock or finds another washcloth while sorting laundry Finds a second toy to match item (e.g., finds a second block to start a tower) Places plate and cup with matching design together or stacks two cups together Labels items that share characteristics with familiar name (e.g., sees a four legged animal and calls it by own dog’s name or refers to it as a “cat”)
<b>NATURALISTIC OBSERVATION</b>	Observe child during familiar routines with primary caregiver. Note reactions that indicate some anticipation of familiar events such as beginning to calm in anticipation of being picked up or pausing when music starts to play.	Observe child with familiar caretakers. Note child’s reactions to primary caretakers and any items that are familiar or “special.” Note behavior that might indicate child is comforted and soothed by familiar people or objects.	Observe child interacting with familiar caregivers and/or exploring objects/toys. Observe child’s actions, including attempts to gain adult attention or influence their behavior and how objects are explored and handled.	Observe child in environments that include familiar people and/or objects as well as novel items for exploration. Observe when child is alert and content. Note reactions to familiar and novel stimuli.	Observe child explore objects that vary by size, shape and/or material, but that share common attributes (e.g., snacking on items that vary in size or color, sorting laundry). Observe whether child notices when objects share a common characteristic or differ significantly.
<b>PLANNED EXPERIENCES</b>	Interact with child when in a familiar and comfortable position (e.g., in familiar seat, on back or stomach). Share objects that have a good deal of visual contrast and/or that make noise. Note whether child orients to sound or movement and/or reaches toward objects when they are close or touching. Vary actions and objects to note any differences in response.	Share a familiar object with child or reunite child with a familiar person after an absence and note response. Show child a familiar item and another item that is similar but with clear differences (e.g., favorite blanket and another blanket that is a different size and color). Observe whether child shows preference for familiar item(s) or shows awareness of differences.	Initiate a simple interactive game such as hiding an object under a cup, dropping an item on the floor or a back-and-forth making of noise (e.g., clapping hands). Note child’s anticipation and attempts to influence adult behavior. Note how child handles objects. Model new ways of making noise and using objects and observe for imitation and awareness of change in action.	Provide child with opportunity to interact with objects that are similar to familiar objects but vary in some significant way. Note child’s response and attention to similarities or differences. Observe whether child notices the defining features and use the object in the anticipated manner. Note response and any expression of preference.	Provide experiences with groups of items that share some easily identified similarities and some differences. Set up a scenario that requires child to label or match items. For example, enlist child’s help with laundry. Ask him/her to match an item being held up. If child is successful, ask him/her to find another match.
<b>FAMILY INPUT</b>	Does your child have particular things that calm him/her? Describe your child’s actions when distressed and what circumstances trigger a change to calming. How does your child reach to new sounds, sights, touches or smells? Does your child seek the source by looking or reaching?	Does your child prefer familiar items? Does he/she have a favorite comfort object? How do you know that this is their favorite item? Does your child recognize familiar people? If so, how do you know that he/she recognized the person?	Do you notice your child handling different objects in different ways? Describe how your child reaches for something large, such as a ball. How does your child reach for something smaller, like a rattle or medium size block? Describe how your child explores a new object. Does he/she try different action with the new object?	How does your child act when he/she sees something new or different? What kinds of differences does he/she notice? What happens if someone or something familiar looks different (e.g., change in clothing or hair)? Describe a time when he/she noticed two things that are alike.	Has your child ever matched two things that are alike in some way? Does he/she ever use the same word for things that have something in common but also look different (e.g., calls both the tall red cup and the short blue cup a “cup” or sees a four legged animal and calls it by own dog’s name).

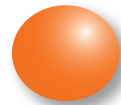
# DOMAIN: Cognition • OBSERVATION PROGRESSION: Logic and Reasoning

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Sorts or orders a few objects (when differences are easily observed)</b>	<b>Identifies differences between objects</b>	<b>Identifies similarities and differences between or among items</b>	<b>Uses similarities, differences and patterns to solve problems or make decisions</b>	<b>DESCRIPTION</b>
Sorts items by type of object (e.g. groups cars and blocks into two groups) Puts some objects in order (e.g. lines up three objects from smallest to biggest) Pulls all the socks out of the laundry basket Gets only big bowls out of the cupboard	Sorts on the basis of one attribute with adult support (e.g., sorts clothing by color or sorts blocks by size) Communicates about differences between items (e.g., chooses something of a particular color, expresses a preference for the “big” one) Talks about differing textures (e.g., selects one out of group and says, “This one is bumpy”) Chooses the larger or smaller item with intention	Sorts items into two or more groups based on one attribute (e.g., color, size, shape) Matches small items to corresponding sized items (e.g., puts all small toy animals in small toy barn and groups all big toy animals together) Communicates about differences in sounds Uses similarities and differences to create a simple repeating pattern	Uses familiar patterns to solve problems or order actions (e.g., knows what is next based on previous activity, uses alternating pattern of colored blocks when building a tower) Compares relative attributes of objects, people, events, sounds (e.g., louder, more, less) Considers relative attributes of items when making decisions (e.g., selects the longest sturdiest stick to reach something stuck in a tree branch)	<b>EXAMPLES</b>
Observe child explore objects that vary by size, shape and/or material, but that share common attributes (e.g., snacking on items that vary in size or color, sorting laundry). Observe how child groups items. Note child’s communication about individual items and groups of items.	Observe child manipulate objects that vary by size, shape, color, function, etc. Observe how child compares or groups items and/or whether he/she spontaneously talks about similarities and differences in the environment. Note communication about individual items and groups of items	Observe child with materials or household items that vary in multiple ways. Note whether child talks about any attributes, matches items, creates or copies patterns, or sorts. If possible, observe child during natural opportunities for sorting, such as sorting laundry, putting away dishes, etc.	Observe child when there are opportunities to build, create art or solve problems. Note the use of patterns or attributes to make decisions or to continue creating (e.g., use an alternating pattern of blocks when building a tower to achieve a striped look).	<b>NATURALISTIC OBSERVATION</b>
Set up a scenario that requires child to label, match, sort or group items. For example, enlist child’s help to sort a small number of laundry items or clean dishes. Ask child to sort and put similar items together (e.g., “put the socks here and the towels here.”). Ask child to get all of one type of item from a group of items. Observe whether child is able to pick out those items sharing a common attribute.	Create an experience that involves children managing many materials. One example might be sorting donated or recycled art materials. Discuss differences between items and prompt child to order and sort items for storage or to use in an art project (e.g., “Can you put all the big jar lids here and the little ones here?”). Observe child’s use of language to describe items and prompt new strategies. Prompt child to make a pattern with materials during an art project.	Engage child or a group of children in cleaning or organizing a group of items that share some attributes and vary by others. Talk about strategies for organizing materials and encourage child to come up with multiple organizational strategies (e.g., sort by type of animal versus putting all of the animals together and all of the toy people in another group).	Build a large scale item related to a topic of interest or study (e.g., building a train for study of train stations, converting dramatic play area into a farm stand, turning living room into an animal den during a study of forest animals). While building the item, compare attributes of building materials that make them useful for project, sort, and order (e.g., “We need to stack the cardboard boxes from biggest to smallest.”)	<b>PLANNED EXPERIENCES</b>
Have you ever seen your child group the same things together (e.g., put the forks in one pile and the spoons in another or pick out all of the red blocks)? Does your child put items in some order? What do you think your child would do if you gave him/her three blocks of different sizes (big, medium and small)?	Tell about a time when your child talked about how two things were the same or different (e.g., asks for the “big” one, says two red items are the “same”). Have you seen your child group things together that are the same in some way? What kinds of features has your child used when sorting items?	Pretend your child has a set of items that are the same in some ways and different in other ways (e.g., a big pile of clothing or a bin full of blocks). Based on what you have seen your child do before, how would he/she be likely to group items? If given a choice does he/she ever pick the bigger or smaller item and tell you why he/she picked it? What other kinds of same and different things does he/she talk about?	Has your child ever pointed out a pattern to you? This might be just telling you what came first or after an event (e.g., “We brush teeth first THEN we read a book”) or it might mean arranging things in a patten (e.g., red block, blue block, red block, blue block). What kind of things does he/she compare (e.g., things that are more, bigger, smaller, etc.)?	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Attributes,  
Sorting  
& Patterns

Sorting &  
Classifying



# DOMAIN: Cognition • OBSERVATION PROGRESSION: Symbolic Representation

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
DESCRIPTION	<b>Uses realistic items to pretend or imitate common actions</b>				
EXAMPLES	<p>Uses common household objects to pretend (e.g., uses a spoon to pretend to feed someone or pretends to use family member's telephone)</p> <p>Uses a realistic toy to pretend (e.g., rocks a doll or pretends to drive a toy car)</p> <p>Imitates adult action (e.g., pretends to say "hello" on phone after hearing adult do this)</p>				
NATURALISTIC OBSERVATION	<p>Observe how child interacts with common household items and/or toys that mimic common items. Watch for pretend play such as feeding a family member, drinking from an empty cup or talking on a phone.</p>				
PLANNED EXPERIENCES	<p>Provide realistic props of familiar items and toys such as dolls and stuffed animals. Observe how child interacts with the materials on own. If child does not use the items to pretend, model a pretend action and observe response.</p>				
FAMILY INPUT	<p>Does your child ever pretend to do something he/she has seen you do? Does he/she pretend to drink from a cup, feed you or eat something? Describe a time that you saw your child pretending something.</p>				

# DOMAIN: Cognition • OBSERVATION PROGRESSION: Symbolic Representation

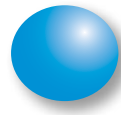
18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Uses realistic items in combination to pretend to complete simple actions</b>	<b>Engages in pretend play involving realistic and nonrealistic items and/or familiar roles</b>	<b>Represents people, places and things through play, simple construction or movement</b>	<b>Uses more complex or abstract representations of people, places, things or events through play, drawing, construction and/or movement</b>	<b>DESCRIPTION</b>
Pretends to feed a doll with a play bottle Gives a stuffed animal a ride in a car Pretends to sweep/vacuum floor with child-size broom/vacuum or hand broom.	Pretends to be a pet owner with a pretend pet Pretends to be a doctor with a patient represented by doll, stuffed animal or a peer Pretends to be a parent taking care of a baby, using rocking chair, eating utensils, etc. Prepares a pretend party with multiple items (e.g., pretend plates, food and decorations)	Uses, makes real or imaginary objects to represent something else (e.g., uses a block as a jug of milk, pretends to hold a phone to ear and talks) Builds a structure in block area and then uses toy people or animals with the structure in pretend play Draws to represent something (e.g. a picture of a pet or an event or a “sign” for pretend restaurant) Uses a variety of movements to represent different animals (e.g., lumbering walk and swinging arm to represent an elephant or jumping movements to represent a monkey)	Acts out a familiar scenario from own experience or from a book using props and coordinating roles (e.g., a doctor’s office visit) Draws a picture and attempts a written label to show a recent significant event (e.g., trip or birth of a sibling) Does a dance with slow movements transitioning to faster movements to represent someone changing from being sad to happy or sick to healthy	<b>EXAMPLES</b>
Observe child’s interactions with pets, dolls, stuffed animals, realistic props or household items. Observe pretend play and note actions and object or combination of objects used in pretend play.	Observe child interact with toys and common household items. Observe for pretend play that involves using one item to represent something else or the beginning of simple role play. Play with older children who are engaged in pretend play also offers an opportunity for observation.	Observe child’s spontaneous play with adults and other children, both when realistic props are available to promote dramatic play and during more open-ended play (e.g., on a playground or when few play materials are available). Note roles and scenarios that emerge and how objects are used to represent other items.	Observe child’s spontaneous play with adults and other children, both when realistic props are available to promote dramatic play and during more open-ended play (e.g., on a playground or when few play materials are available). Note roles and scenarios that emerge and how objects are used to represent other items.	<b>NATURALISTIC OBSERVATION</b>
Provide realistic props of familiar items and toys such as dolls and stuffed animals. Observe how child interacts with the materials on own. If child does not use the items to pretend, model using the items in combination (e.g., feed a doll with a toy spoon, have a stuffed alligator go for a ride in a toy car).	Observe pretend play after providing clothing, materials and props commonly used in familiar roles. Initiate a play scenario for which there is not a prop representing a common item (e.g. a toothbrush when pretending its bedtime). Observe whether child finds a similar item to represent the missing prop. Ask child to find something to represent the item and/or model if necessary.	Provide props that correspond to child’s interest or a topic of study or read books related to a dramatic play theme. If child does not spontaneously act out scenes involving familiar roles, suggest roles for play or join in play, modeling role taking and use of props. Observe and document responses.	Provide props that correspond to child’s ongoing interest or a topic of study which allows for extended play scenarios. Allow access to materials over an extended period of time. Offer props of varying realism including realistic props (e.g., cash registers, stethoscopes, objects from different cultures, puppets or safe objects from various familiar work environments) and open-ended objects (e.g., cardboard tubes, unit blocks, pieces of cloth or masks). Model use of open-ended props if not used by children.	<b>PLANNED EXPERIENCES</b>
What does your child do with dolls, stuffed animals or other toys that look like a real object? Does he/she sometimes act as if pretend objects are real? Describe a time that you saw your child pretending something.	Does your child ever pretend that one object is something else? Describe when you have seen your child do this. Does she/he ever pretend to be someone else (e.g., mom, dad, grandma or teacher)?	Does your child play pretend? Describe what your child does when he/she plays pretend. What kinds of things does he/she use when he/she pretends? Do the things he/she uses to pretend look like the real thing? Does your child come up with new ways to use things when pretending? Does your child draw pictures or build things? Describe something your child created recently and what he/she said about it.	Describe what your child does when he/she plays pretend. What kinds of things does he/she use when he/she pretends? Does your child draw pictures or build things? Does he/she talk about what he/she has drawn or built? Describe a time that your child recently drew (or built) something and what they said about the creation.	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Symbolic  
Representation

Drawing &  
Writing\*

\* The use of drawing and writing for communication is addressed with the Drawing and Writing Observation Progression. The physical component of writing is addressed in the Fine Motor Observation Progression.



# DOMAIN: Social and Emotional Development • OBSERVATION PROGRESSION: Regulation

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Shows shifts in emotional and physiological state during exchanges with nurturing primary caregivers</b>	<b>Seeks to manage shifts in emotional and physiological state that occur through exchanges with nurturing primary caregivers and own behavior</b>	<b>Relies on relationship with familiar caregivers and consistent routines to adapt to changing situations</b>	<b>Uses strategies to adapt to changing situations within the context of relationships with familiar caregivers and consistent routines</b>	<b>Follows familiar routines and uses support from familiar adults to regulate</b>
<b>EXAMPLES</b>	<p>Responds with calm or relaxed state when needs (e.g., hunger, warmth or presence of care giver) are met</p> <p>Responds to adult comfort and soothing by restoring to a calm state after distress</p> <p>Desires frequent physical contact and touch</p>	<p>Interacts with primary caregivers and intentionally seeks comfort or support from them</p> <p>Responds differently or seeks adult comfort when typical routine is altered</p> <p>Begins to show self-calming behaviors (e.g., will suck thumb, snuggle against blanket or adult)</p>	<p>Looks to primary caregiver for comfort and security when stranger is present or in other new situations</p> <p>Shows attachment to special item (e.g., toys, blanket) and uses it to comfort self at times</p> <p>Displays varying activity levels and attention (e.g., looking and listening) based on situation and own needs (e.g., may avoid highly stimulating activity when tired)</p>	<p>Seeks engagement with familiar caregivers for regulation (e.g., reaches out to adult for comfort after being scared)</p> <p>Anticipates what will happen next during a familiar routine (e.g., starts to tug at bib after done with eating)</p> <p>Entertains self for brief periods of time</p> <p>Uses blanket, thumb or snuggles with adults to soothe self or fall asleep</p>	<p>Tolerates brief wait time in familiar and comfortable contexts</p> <p>Uses self-soothing techniques and support from familiar adults in new situations.</p> <p>Anticipates next steps in familiar routine but adjusts to minor changes in routine (e.g., having to wait briefly)</p> <p>Uses emerging language and physical actions to get what he/she wants/needs</p>
<p>Note that the development of regulation is not continuous and is highly dependent upon the context and environment, including the consistency and connectedness of caregivers in a nurturing and developmentally sensitive environment. Observations of self-regulation should occur over time and reflect general skills and abilities. It is expected that most children will have instances when they are not able to use their skills based upon the availability of support from primary caregivers or due to feeling overwhelmed, sick, tired, etc.</p>					
<b>NATURALISTIC OBSERVATION</b>	Observe child when he/she needs something (e.g. food, comfort). Note changes in child's physiological state (body posture, cries, etc.) when caregiver responds to child's needs.	Observe child during daily routines and transitions. Times when child is hungry, wet or tired are opportunities to observe for regulation. Observe how child responds to primary caregiver's offers of support. Notice if child can stay by self for short periods of time. Notice if child anticipates what will happen next during familiar daily routines and transitions. Observe child's response to changes in caregiver.	Observe child during a new situation involving a change of routine or the presence of a new person. Note child's reaction to the situation, including interest and/or seeking of comfort from objects, self-soothing or caregiver.	During daily routines and transitions, note if child anticipates what will happen next. Observe how child reacts to changes in routine, to being upset by physical needs, to changes in familiar caregiver or to unanticipated events (e.g., falling). Observe for child entertaining self for brief periods of time. Notice when child intentionally seeks comfort or support from familiar adults.	During daily routines and transitions, observe child's response to pleasant and unpleasant events. Observe child in presence of familiar adult(s) and notice interactions during situations that might distress child somewhat. Notice response to the need to wait during familiar and unfamiliar situations. If initial distress is noted, observe response to support provided by familiar adult
<b>PLANNED EXPERIENCES</b>	Not Applicable	Not Applicable	Plan a minor but noticeable change to a daily routine, such as having a new person present during a meal time or changing diaper in a different location. Observe child's reaction, including eye contact, reaching for caregiver, or other attempts to adapt to changes.	During daily routines, incorporate child's preferred objects and notice use of these objects to distract self from the transition. When child awakes from a nap, wait a few moments to pick up and notice if child can entertain self and wait. Leave toys and objects child may like within reach and note whether child can go to them by self or needs to engage familiar adult for help. Notice if and how child tolerates the delay in response.	During daily routines, incorporate brief waiting times (e.g., holding food item briefly before providing it to the child) and observe child's response. If child begins to show distress offer reassurance and support to encourage a brief wait. Care must be taken in gauging child's reaction, hunger level, etc. to ensure this practice is appropriate.
<p>Note that any planned observations of children's ability to self-regulate must occur within the context of a trusting relationship. Any planned changes to routines, wait times or other challenges must be done in a manner that is respectful of individual children's backgrounds, experiences and tolerance levels. Because the learning experiences for common observations are intended as opportunities for learning as well as for observation, adult modeling, support and problem solving should occur whenever it seems that a child is not equipped to handle any particular situation.</p>					
<b>FAMILY INPUT</b>	How does your child react when you hold and/or stroke him/her? Does he/she seem to relax after you have fed or held him/her? What things seem to calm him/her?	What does your child do when he/she is hungry, tired or wet? What does he/she do when something happens that startles him/her or is unpleasant? Does he/she comfort him/herself or look to adults? How does he/she respond to your help?	Describe how your child responds to new people he/she may not be familiar with. Does he/she seek you out when someone new is present? Does he/she interact with the new people if you are holding him/her? How does your child respond when a usual routine changes?	Does your child remember some of your daily routines (e.g., eating or diapering)? How does your child act when something unexpected happens? Does your child comfort him/herself or look to adults for comfort? Does your child seek comfort from you? How does he/she respond to adult comfort? How does he/she respond when familiar adults play or talk with him/her?	Does your child know and follow your familiar routines? What does he/she do to comfort him/herself? What does he/she do in new places? How does he/she act when he/she has to wait for a little bit for something that he/she wants?

# DOMAIN: Social and Emotional Development • OBSERVATION PROGRESSION: Regulation

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Follows the lead of familiar caregivers for emotional regulation and makes some independent efforts toward self-regulation</b>	<b>Regulates emotions and behavior during a regular structured day with consistent routines and availability and support of a familiar adult</b>	<b>Adapts to most common everyday circumstances, but relies on familiar adults when under stress</b>	<b>Typically soothes self across situations</b>	<b>DESCRIPTION</b>
Follows some daily routines and will correct others if familiar sequences and routines are not followed Uses strategies such as comfort objects and adult support to adapt to new situations Engages in play to distract or entertain self Uses emerging language to get support or meet want/needs	Makes anticipated transitions with adult reminders Responds to adult choices and limits to guide them to appropriate behavior Uses some self-soothing techniques when new or upsetting situations occur Uses language and behavior to meet wants/needs (may be forceful or “tantrum” when he/she wants or does not want something)	Soothes self with limited support after common everyday disappointments or challenges In social situations and exchanges with less familiar adults and peers, is able to participate with limited distress or adult support Waits for short periods of time for something that is desired but may need adult support and reassurance Follows daily schedule/routine with reminders	Adapts to minor changes in rules and routines and/or tolerates minor frustrations and disappointments Adapts to minor changes in rules and routines Communicates with familiar adults and peers about wants and needs Offers explanations to negotiate solution (e.g., “I want a turn because I’ve been waiting a long time.”) Uses previously learned strategies to independently self sooth or when prompted by a familiar adult	<b>EXAMPLES</b>
Note that the development of regulation is not continuous and is highly dependent upon the context and environment, including the consistency and connectedness of caregivers in a nurturing and developmentally sensitive environment. Observations of self-regulation should occur over time and reflect general skills and abilities. It is expected that most children will have instances when they are not able to use their skills based upon the availability of support from primary caregivers or due to feeling overwhelmed, sick, tired, etc.				
Observe child as they respond to familiar routines and to changes in those routines in the presence of a familiar adult. Note efforts to seek out objects or people to help them comfort when they are upset.	Observe how child goes through daily routines. Observe how child responds to changes in routines, limit-setting, choices and disappointments. Note how child calms him/herself when upset and uses self-soothing strategies (e.g., seeking a quiet area or rocking) or need for adult support to calm. Notice use of language and/or gestures to gain support.	Observe whether child independently follows daily routines and adapts to changes or frustrations. Observe child’s response to limits, choices and disappointment, as well as tolerance for waiting for something desired. Notice efforts to engage adults for support and child’s independent play.	Observe child’s ability to adapt to changes across situations. Watch the response to minor frustrations, disappointments and changes in rules and routines. Note strategies used to soothe self and prompt child to seek out new strategies if support is needed.	<b>NATURALISTIC OBSERVATION</b>
Plan slight variations in daily routines to observe child’s reactions. Plan new experiences where trusted adults are available to ensure child feels safe and secure and provide support as needed. Create an engaging space with toys, books and stuffed animals and observe if the child can entertain him/herself for brief moments.	Within familiar routine, present a change. Offer choices for approaching the change in circumstances. Observe for child’s response including the use of self-soothing and adult support. Create an engaging space with toys, books and stuffed animals and observe if the child can entertain self for brief moments and whether child accesses this area to soothe self.	Plan a game or activity that involves a challenge (e.g., building with blocks that do not easily balance using unfamiliar materials to build a structure). Observe child’s response and efforts to seek out solutions or soothe self if frustrated. Prompt child to seek out solutions (e.g., ask, “What could we do?”) or provide a solution if child is distressed. Create pretend play scenarios that involve a situation in which child needs to deal with a challenge and engage child in conversation about solutions to that challenge.	Plan a minor change in routine or present slightly challenging materials while supportive adults are available for assistance. Observe child’s initial response. Prompt child to think of ways to soothe self and be ready to provide a solution or comfort if child is distressed.	<b>PLANNED EXPERIENCES</b>
Note that any planned observations of children’s ability to self-regulate must occur within the context of a trusting relationship. Any planned changes to routines, wait times or other challenges must be done in a manner that is respectful of individual children’s backgrounds, experiences and tolerance levels. Because the learning experiences for common observations are intended as opportunities for learning as well as for observation, adult modeling, support and problem solving should occur whenever it seems that a child is not equipped to handle any particular situation.				
Does your child ask for help when he/she is upset by calling you or reaching out to you? Does your child seem to want familiar routines? How does he/she act in new situations? Describe how your child plays or uses toys when he/she is upset.	How does your child act when you need to set limits? What happens if you allow him/her to make a different choice when he/she isn’t able to do what he/she wants to do (e.g., telling him/her they can’t have candy for dinner but letting him/her choose between two other foods he/she likes)? Does he/she ever calm him/herself down when upset? How does he/she do this? Does he/she use toys, comfort objects or seek adult help?	Does your child usually follow the routines at home or in other places you spend time? How does your child act when he/she has to wait for something that he/she wants? How does he/she respond when rules or routines change? Does he/she have ways to calm him/herself when he/she is upset or does he/she need help from adults? How does your child ask for adult help or support?	How does your child act when he/she has to wait for something that he/she wants? How does he/she act when rules or routines change or when something disappointing happens? Is he/she able to handle these things in different situations (e.g., at home, school or when running errands)? Does he/she have ways to calm down or does he/she need help from adults? How does your child ask for adult help or support?	<b>FAMILY INPUT</b>

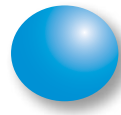
Aligned  
CT ELDS  
Learning  
Progressions

Regulations  
of Emotions  
& Behavior

Regulation  
of Impulses  
& Behavior

Regulation  
of Attention  
& Impulses\*

\* Regulation  
of Attention and  
Impulses is also  
addressed in the  
Engagement in  
Learning  
Observation  
Progression



# DOMAIN: Social and Emotional Development · OBSERVATION PROGRESSION: Emotional Expression

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Displays varied states</b>	<b>Expresses a range of emotions</b>	<b>Expresses a growing range of emotions</b>	<b>Adjusts own emotions in response to primary caregiver(s)</b>	<b>Expresses emotions using facial expressions, vocalizations, words with inflections and/or physical actions</b>
<b>EXAMPLES</b>	Shows interest in emotional expression of main caregiver(s) by watching face Smiles in response to social interaction Relaxes when held or cuddled Cries with some variation in intensity and tone when uncomfortable or distressed	Shows interest in facial expressions of main caregivers, reaching toward face or watching them closely Expresses delight, surprise or pleasure by smiling, cooing or screeching Expresses when he/she is upset by crying or shrieking Shows calmness by smiling, having regular breathing pattern and having a relaxed body	Smiles, laughs and/or squeals to express pleasure, joy and excitement Furrows brow, scowls and/or stiffens body when displeased Cries and displays other more intense behaviors when scared, upset or angry	Smiles in response to caregiver smiles Imitates facial expressions or vocalizations associated with excitement or disappointment Looks at/to caregiver in unfamiliar or stressful situation and mirrors their emotional expression	Hugs familiar caregivers Yells, whines or otherwise uses tone of voice and inflection to convey emotion Responds to conflict or disappointment by hitting, throwing or other physical response
<b>NATURALISTIC OBSERVATION</b>	Observe child during interaction with primary caregiver(s). Note response to primary caregivers' interaction with child. Note expressions of discomfort and response to caregiver interaction and/or comfort.	Observe how child's facial expressions and vocalizations convey displeasure or calm. Observe child in different circumstances that commonly elicit pleasure or displeasure.	Observe child during daily routines and/or playtime. Note changes in facial expression that coincide with changes in his/her experience (e.g., a startle when a loud noise is heard, a change in facial expression when a toy rolls out of reach).	Observe how child's facial expressions and vocalizations convey emotions. Observe child during different daily routines and interactions with different trusted adults to observe an array of emotions.	Observe how child's facial expressions, vocalizations and physical actions convey emotions. Observe child during different daily routines and interacting with different trusted adults in order to see an array of emotions.
<b>PLANNED EXPERIENCES</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>FAMILY INPUT</b>	Describe what your child does when he/she is uncomfortable. How do you know when your child is settled and relaxed? Does your child's behavior change depending upon what is making him/her uncomfortable (e.g., hunger versus being tired)? How does your child respond once you have taken care of his/her needs?	What does your child do so that you know his/her needs are met and he/she isn't tired or hungry any more? How does he/she let you know when he/she is uncomfortable or upset? Does your child have different expressions or cries based upon what is happening? How does your child act when you respond to his/her cries or needs?	Describe your child's facial expressions and vocalizations (e.g., babbling or crying) when he/she is playing with a toy or interacting with a caregiver during daily routines. What happens if he/she is upset or surprised during play? How does your child show that he/she is happy or excited?	What does your child do when he/she is calm or satisfied? What does he/she do when he/she is uncomfortable or upset? Does your child have different expressions or cries based upon what is happening? Does he/she show excitement or happiness? How does he/she show frustration or anger?	Tell me about the different facial expressions your child shows depending upon how he/she is feeling. How does he/she use his/her body when he/she is happy, sad or mad? Does your child change his/her tone of voice to show emotion? Does your child ever use physical actions such as stomping, hitting or throwing when he/she is upset?

Note on objectivity when observing emotional expression: Whenever observing emotional expressions, objective observation is important. Assigning a particular emotion to the person requires interpretation and is, by nature, subjective. Rely on describing behaviors and the accompanying circumstances as much as possible. Avoid using labels for emotions in observations. If a label is included in an observation, make sure that it is included as a part of an objective statement. Emotional labels occasionally might be included as a part of statement made by a child (e.g., child said "I am mad."), as a description of observed behaviors (e.g., child used an angry tone of voice or showed frightened body language) or when description also includes behaviors and is qualified as a common interpretation (e.g., child frowned and lowered head, appearing sad).



# DOMAIN: Social and Emotional Development • OBSERVATION PROGRESSION: Emotional Expression

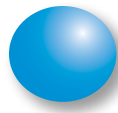
18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Uses emerging language and behavior to express emotions, including strong emotions to assert wants and needs</b>	<b>Uses tone of voice and/or emerging language to communicate about own emotions and emotions of others</b>	<b>Communicates about emotions of self and others (e.g., minor frustration, anger, sadness, or excitement) using gestures, facial expressions and/or language acceptable in setting and/or own culture</b>	<b>Discusses emotions and circumstances with trusted adults (It is expected that children of this age will have an inconsistent ability to identify their own emotions )</b>	<b>DESCRIPTION</b>
Displays behaviors commonly associated with more complex emotions, such as frustration and pride (e.g., beaming smile and clapping hands at accomplishment, stomping feet when can't do something) Uses facial expressions, vocalizations and physical actions to express anger or frustration Uses language to label basic emotions with assistance Tantrums when something does not go as wanted	Communicates about feelings (e.g., labels own emotions, states a reason for others' emotions or shares a way to help someone in distress) Pretend play involves emotional reactions or talk about emotions Uses loud, complaining voice or soft, sweet voice in attempt to get needs met Exhibits variation in tone of voice (e.g., tells others he/she is mad in a loud voice, smiles and shows excitement when anticipating positive event)	Uses language or gestures to communicate own frustration, anger or sadness Identifies and labels a variety of emotions (e.g., anger, sadness, happiness, fear, excitement, frustration) Mentions reason for someone's emotional reaction (e.g., "He's scared because of the storm.") Conveys anger during conflict but refrains from physical response Displays emotional reactions in keeping with cultural expectations (e.g., may not show excitement or clear pride in own work if this is not common in his/her culture)	Describes own anger about prior events but uses gestures and facial expressions to communicate anger immediately following incident When reading a book with an adult, identifies characters' feeling and talks about a time they felt that way Recognizes emotions of familiar peers and adults and responds with calming and soothing strategies when appropriate Talks about things that make him/her happy, sad, angry but when experiencing these emotions may talk only about circumstances and not mention emotions	<b>EXAMPLES</b>
Observe child across settings and situations. Naturally occurring changes in routine or setting (e.g., a doctor's visit, or transition time at early care and education program) may offer an opportunity to observe emotional reactions. Note child's use of language and behavior and interactions with trusted adults.	Observe child's behaviors (facial expressions, vocalizations and actions). Note tone of voice (e.g., loud, soft, complaining, or angry) and body language as well as child's use of emerging language to describe own feelings and those of others. Notice how child uses pretend play to express and explore emotions.	Observe child's behaviors (facial expressions, vocalizations and actions). Note tone of voice (e.g., loud, soft, complaining, or angry) and body language as well as child's use of language to describe their experience and/or feelings. Notice how the child expresses a range of emotions during pretend play. Discuss cultural norms for emotional expression with families to aid in understanding children's emotional expressions.	Observe child when there are opportunities for discussion with trusted adults. Note child's mention of emotions, ability to label emotions, noticing others' emotions, and discussions of their own current or past emotions. Note what child says, as well as behaviors and tone of voice.	<b>NATURALISTIC OBSERVATION</b>
Note on objectivity when observing emotional expression: Whenever observing emotional expressions, objective observation is important. Assigning a particular emotion to the person requires interpretation and is, by nature, subjective. Rely on describing behaviors and the accompanying circumstances as much as possible. Avoid using labels for emotions in observations. If a label is included in an observation, make sure that it is included as a part of an objective statement. Emotional labels occasionally might be included as a part of statement made by a child (e.g., child said "I am mad."), as a description of observed behaviors (e.g., child used an angry tone of voice or showed frightened body language) or when description also includes behaviors and is qualified as a common interpretation (e.g., child frowned and lowered head, appearing sad).				
Set up a scenario that is unlikely to distress children but in which different feelings might be shown in an exaggerated way (e.g., build a block tower and knock it over, showing happiness or pride at the tall tower, anticipation of knocking it over, sadness that it's down). Note any language used to describe emotions. If none is used, model labeling the emotion and observe child response.	Show and discuss different facial expressions commonly associated with basic emotions. Ask children to imitate facial expressions of common emotions (e.g., "What do you look like when you're mad?") while reading a book with characters experiencing those emotions. Observe child's use of facial expressions, tone of voice and body language to convey emotions independently. Observe response to adult models of emotional expression and language.	Make a piece of art work or simple book (folding pieces of paper to form a book) that shows emotions (e.g., draw a picture of sad or happy faces or draw a picture of something that makes you sad or scared). Have children identify times they have been happy, mad or sad and share how they have shown this emotion with facial expressions or gestures. Sing the song "If you're happy and you know it," substituting other emotions and child's expressions for song lyrics (e.g., "If you're mad and you know it stomp your feet"). Provide examples if child is unable to respond.	Have a trusted adult initiate a discussion about emotions. Ask child how they typically feel in different circumstances. Model (or have another child model) discussing emotions if child is unable to respond.	<b>PLANNED EXPERIENCES</b>
Do you see your child showing any different feelings than when he/she was younger? What things do you see and hear him/her doing to show his/her feelings? Does he/she talk about feelings? What are some things you hear your child say about feelings?	What kind of things does your child do when he/she is feeling happy/sad/mad? What does his/her tone of voice sound like? Does he/she mostly use language or his/her body to let you know how he/she is feeling? Does your child talk about what other people are feeling?	What does your child do when he/she is excited/angry/frustrated or has to wait for something? How does this way of showing feelings fit with your family or culture? Does your child usually do what you would expect when he/she is showing strong emotions?	Does your child use words to talk about how he/she is feeling? Does he/she talk about how different situations make him/her feel? What kinds of things does he/she share about his/her feelings?	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Emotional  
Expression

Expression of  
Ideas, Feelings  
& Needs\*

\*Expression of feeling is also addressed in the Expressive Language observation progression.



# DOMAIN: Social and Emotional Development • OBSERVATION PROGRESSION: Sense of Self

AGE BANDS	0 — 3 months	3 — 6 months	6 — 9 months	9 — 12 months	12 — 18 months
<b>DESCRIPTION</b>	<b>Uses senses to experience what is happening within and around self</b>	<b>Begins to explore self within the context of relationship with primary caregiver(s)</b>	<b>Demonstrates an emerging sense of self within the context of relationship with primary caregiver(s)</b>	<b>Demonstrates emerging sense of self in relationship to physical environment and others</b>	<b>Demonstrates emerging sense of own preferences and abilities</b>
<b>EXAMPLES</b>	<p>Explores own hands</p> <p>Depends upon adults for comfort and getting needs met</p> <p>Looks and listens to surroundings</p> <p>Responds to touch and movement</p>	<p>Explores how own body moves</p> <p>Adjusts own actions in connection with primary caregiver (e.g., smiles in response to caregiver, snuggles up to caregiver when cradled)</p> <p>Looks to primary caregiver(s) as a source of security and/or seeks out certain objects</p>	<p>Moves or shows facial expressions in reaction to hearing name</p> <p>Use vocalizations to gain adult attention (e.g., shouts or squeals when primary caregiver has back turned)</p> <p>Lifts arms in anticipation or to signal desire to be picked up</p>	<p>Reacts to name being called (e.g., turns to look at adult)</p> <p>Shows anticipation of result of own actions (e.g., drops toy so adult will pick it up, repeats action that makes loud noise)</p> <p>Participates in songs/rhymes with facial expressions, movement or a response to prompts in the song</p> <p>Shows individual preferences for food, objects, textures, etc.</p>	<p>Responds consistently to name,</p> <p>Begins to use words such as “me” or “mine”</p> <p>Communicates likes and dislikes</p> <p>Shows confidence in completing familiar tasks or actions</p>
<p>Note that showing confidence in one’s actions, exhibiting pleasure about accomplishments and seeking of new experiences are all significantly influenced by the child’s sense of safety and trust in the context of his/her relationships with primary caregiver, family and community; by culture; and by individual temperament or disposition.</p>					
<b>NATURALISTIC OBSERVATION</b>	<p>Observe child in a calm, relaxed state in a familiar environment that includes some interesting sensory stimulation (things to look at, hear or feel). Note child’s response and interest in what he/she is experiencing.</p>	<p>Observe child as he/she interacts with people and objects in a familiar setting. Observe child interacting with familiar adults. Over time, watch to see who they seek out for comfort or to meet physical needs. In naturally occurring situations, gauge reactions to unfamiliar adults while in a safe, familiar environment.</p>	<p>Observe child interacting with primary caregiver during daily routines. Watch for changes in facial expression, use of vocalizations and actions to influence adult behavior.</p>	<p>Observe child as he/she interacts with people and objects in a familiar setting. Observe child interacting with familiar adults. Note child’s reactions to adult initiation and child’s attempts to initiate interactions. In naturally occurring situations, gauge reactions to unfamiliar adults while in a safe, familiar environment.</p>	<p>Observe child as he/she interacts with people and objects in a familiar setting. Observe reactions to adult interactions, how child behaves with familiar objects and new items, and how child indicates likes and dislikes. Watch for how the child shows their wants and/or needs and how new actions or skills are approached.</p>
<b>PLANNED EXPERIENCES</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	<p>Plan a learning experience that includes materials for each individual as well as items for sharing (e.g., individual plates for snack time and food items for sharing). Observe responses and vocalizations about ownership. Offer choices for items to use in the experience (e.g., crayon versus marker or banana versus apple), noting communication of specific likes or preferences.</p>
<b>FAMILY INPUT</b>	<p>Does your child show interest in sights and sounds around him/her? What kinds of things does he/she do that shows you he/she is interested? Does he/she turn his head toward a sound? If there is a light breeze does your child’s activity level change or do you notice another type of reaction?</p>	<p>What does your child do when he/she hears his/her name? What does your child do when he/she sees or hears you? What does your child do when he/she sees or hears someone else who he/she doesn’t know as well? How can you tell if your child likes one thing more than something else? Does your child seem to notice his/her hands and feet?</p>	<p>How does your child react when he/she hears his/her name? Describe any actions that your child uses to influence your actions (e.g., lifts arms to be lifted, screeches to get attention). Does your child use these behaviors frequently?</p>	<p>Does your child try different ways of moving his/her body? Does he/she ever play with his/her fingers, toes or other body parts? Describe how your child usually plays when he/she is content and relaxed. Describe a time when he/she copied your actions (e.g., when you did something silly or sang a song). Does he/she have favorite foods or toys? How do you know these items are his/her favorites?</p>	<p>Does your child ever refer to him/herself as “me” or talk about things being “mine”? Does he/she have specific things he/she likes to do around the house (e.g., help feed a pet, be lifted up to turn on a light switch)? Describe something that your child does well and how he/she acts when he/she is successful. (Note that this prompt may involve a discussion of cultural or family norms regarding celebrating of accomplishments).</p>

# DOMAIN: Social and Emotional Development • OBSERVATION PROGRESSION: Sense of Self

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Begins to express own interests, wants, and needs</b>	<b>Demonstrates a sense of self as an individual who relates to other people or groups</b>	<b>Exhibits a sense of self as an individual and part of a group</b>	<b>Exhibits a beginning understanding of individual and group characteristics and roles</b>	<b>DESCRIPTION</b>
<p>Identifies some family members</p> <p>Seeks new experiences</p> <p>Expresses preferences for particular objects, foods and people</p> <p>Shows confidence in actions by acting with intention</p>	<p>Identifies family members and other familiar people by name</p> <p>Knows about their own and others' possessions (e.g., may avoid sharing and say "mine")</p> <p>Completes familiar tasks with a clear role</p> <p>Shows pleasure over accomplishments</p>	<p>Identifies first and last name</p> <p>Identifies some individual characteristics and characteristics shared with others (may be physical traits or preferences)</p> <p>Shows confidence in a wider range of activities and environments</p> <p>Takes some initiative in unfamiliar tasks</p>	<p>Communicates about individual characteristics of self and/or others, including physical traits and personal preferences</p> <p>Relates basic roles within a group (e.g., jobs, roles in dramatic play)</p> <p>Takes risks with new tasks and/or shows pride in accomplishments and abilities, as appropriate to temperament and culture</p>	<b>EXAMPLES</b>
<p>Note that showing confidence in one's actions, exhibiting pleasure about accomplishments and seeking of new experiences are all significantly influenced by the child's sense of safety and trust in the context of his/her relationships with primary caregiver, family and community; by culture; and by individual temperament or disposition.</p>				
<p>Observe child in familiar setting. Note responses to new objects, food and people and any preferences. Note reactions to situations involving sharing or meeting new people. Watch for how new tasks/skills are approached and how child responds to novel or unfamiliar objects and people.</p>	<p>Observe child with family members or familiar adults. Note how child addresses or shows familiarity or preference for adults and children. Observe child's response to own or other's possessions and approach to accomplishing tasks or actions.</p>	<p>Observe child in situations with new people or people who represent different groups (e.g., a friends' family, another class). Observe communication about self and family. Observe how child approaches new or familiar tasks.</p>	<p>Observe child in situations with new people or people who represent different groups (e.g., a friends' family, another class). Observe communication about family and group roles and individual characteristics. Observe how child approaches new or familiar tasks.</p>	<b>NATURALISTIC OBSERVATION</b>
<p>Engage in a group or individual discussion about family members and observe children's vocalizations about families. Provide early learning experiences that are new but involve skills child has previously used or items likely to be preferred. Note approach to new experiences, whether preference is shown for certain items and if confidence in applying previous skills in the new situation is displayed. If child does not respond with confidence, provide reassurance and prompting.</p>	<p>Engage child in creating artwork showing the family members in child's household. Plan an event where child can introduce family or friends to other people. Ask questions and model discussions about family members and roles. Ask a small group of children to complete a simple task together (e.g., "Let's all get ready for snack time.") and observe response to group work and roles. Assign individual tasks and provide support as needed.</p>	<p>Engage child in creating a self-portrait or "All About Me" book. Document child's communications about him/herself as they create. Ask questions to prompt language and provide models as necessary. Assign job roles and observe how child approaches tasks and specific role. Provide guidance on steps to accomplish task as needed.</p>	<p>Plan a group activity that involves charting or discussing individual characteristics or preferences of several individuals (e.g., hair color, favorite snack food). Ask questions and provide models to prompt ongoing discussion.</p>	<b>PLANNED EXPERIENCES</b>
<p>Does your child prefer certain objects, people or activities? How does he/she show what he/she likes best? What does he/she call family members or other familiar people? Does your child seem to think he/she will be successful when he/she starts tasks or tries to do something new?</p>	<p>Does your child have things that belong to him/her that he/she wants to keep? Does he/she say "me" or "mine" frequently? How does your child talk about items such as clothes or toys that belong to him/her or are favorites? How does he/she respond when he/she finishes something he/she set out to do (e.g., getting something that's hard to reach)?</p>	<p>Does your child know his/her first and last name? Is he/she able to talk about him/herself, doing things like talking about hair color, gender, likes or dislikes? If your child is a part of a group such as a class or playgroup, does he/she seem to talk about him/herself as a part of that group (e.g., gets excited to go to "my school" or talks about "my library")?</p>	<p>How does your child act when he/she finishes something that was hard for him/her? Is this how you would expect him/her to act based on your family/cultural expectations? Does your child talk about things about him/herself that are the same and different as other people (e.g., "I wear glasses, but mommy doesn't")?</p>	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Sense of Self

Self-Concept  
and  
Competency

Personal  
Preferences



# DOMAIN: Social and Emotional Development

## OBSERVATION PROGRESSION: Relationships with Adults

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Notifies familiar adults and begins to respond to interactions</b>	<b>Shows interest in interacting with familiar adults</b>	<b>Interacts with familiar adults to meet physical and social needs</b>	<b>Seeks interactions with familiar adults for reasons other than meeting physical needs</b>	<b>Shows affection for and/or engages in shared attention with familiar adults</b>
<b>EXAMPLES</b>	Makes eye contact Responds to tone of voice and facial expression(e.g., smiles back at primary caregiver, frowns when someone is upset) Looks at primary caregiver Looks at adults who are talking to them	Smiles or coos in response to familiar adult initiating interaction Responds to primary caregiver touch Anticipates responses from trusted adults Responds differently with familiar adults and unfamiliar adults	Exhibits a preference for primary caregiver(s) Seeks out primary caregiver to meet basic physical needs Starts to join in simple games with caregiver (e.g., repeats activities that result in laughter) Reacts to strangers by crying or seeking primary caregiver	Reaches out, vocalizes, imitates or smiles in attempt to engage others in social interactions Seeks reciprocal, playful interactions (e.g., peek-a-boo) Shows items to adults with excitement Cries when primary caregiver leaves	Points to objects to attract adults' attention Communicates with adults to share attention (e.g., labels objects, points to pictures and vocalizes when looking at book) Repeats a noise for familiar adult to hear Shares delight with primary caregiver (e.g., gets excited when caregiver shows excitement)
Note that children's responses to primary caregiver(s) and to unfamiliar adults are impacted by many factors including temperament, the type of situation in which they encounter unfamiliar people, their current state, the behaviors of the primary caregiver and the amount of interaction they have had with unfamiliar adults.					
<b>NATURALISTIC OBSERVATION</b>	Observe child interacting with primary caregiver. Note child's gaze and responses to caregiver's vocalizations and facial expressions.	Observe child interacting with familiar adults and note response when naturally occurring circumstances include unfamiliar adults. Watch for child's social interactions when something is needed and when rested and satisfied.	Observe child during daily routines or playtime with familiar adults. Observe any simple games and how the child responds to adult. Note any child actions that indicate a preference for primary caregiver or indicate a desire a physical or social need to be met (e.g., lifting arms to be picked up). Note any reactions to unfamiliar adults, if present.	Observe child's interactions with primary caregivers and less familiar adults. Note differences in interactions, attempts at initiating or sustaining interactions and child's attempts to gain comfort or get needs met. As a part of naturally occurring situations, observe child during separation from primary caregiver(s).	Observe interactions with familiar and unfamiliar adults and reactions at opportunities for shared attention. Notice how the child engages in playful interactions.
<b>PLANNED EXPERIENCES</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Present new and interesting item or experience in the presence of primary caregiver(s). Observe how child reacts and whether there is an attempt to engage familiar adult in shared experience/attention to the new experience. Prompt shared attention with pointing or talking if child does not attempt.
<b>FAMILY INPUT</b>	Describe how your child reacts to your interactions with him/her? Does he/she look at you? Does his/her expression, actions or movement change when you speak to him/her? Does he/she briefly make eye contact?	When you are feeding your child, changing his/her diaper or giving him/her a bath, does he/she smile, coo or play with you? How does he/she react to other adults who are not as familiar?	Describe a playful interaction with your child. Does your child repeat actions that result in a reaction (e.g., laughter) from you? Does your child show a preference for one or more of his/her primary caregivers? How does your child respond to unfamiliar people?	Does your child want to play or interact with you even when you aren't doing things for him/her such as feeding or changing him/her? How do you know your child wants to play with you? How does he/she react to other adults who he/she does not know very well? How does he/she react if or when you leave the room or leave his/her with another caregiver?	Describe some of the ways your child interacts or plays with you. Does your child like to show you things or look at things with you? How does your child react to adults they do not know as well?

# DOMAIN: Social and Emotional Development

## OBSERVATION PROGRESSION: Relationships with Adults

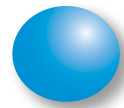
18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<p><b>Uses primary caregiver(s) as a secure base when exploring environment and/or interacting with others</b></p> <p>Expresses interests by pointing and talking Asserts autonomy from familiar adults by saying “no” or tantrumming Has familiar patterns of interaction with familiar adults (e.g., particular games they play or routines) Engages in new experiences or interacts with new adults when in the presence of a trusted adult who indicates approval</p>	<p><b>Enjoys interacting with adults and sharing new experiences with familiar adults</b></p> <p>Looks to familiar adults and smiles when enjoying a new experience Shows familiar adults things he/she is interested in Relies on familiar adults as support in new situations and/or during transitions Typically tolerates brief separations from caregiver with minimal distress when provided support from another familiar adult</p>	<p><b>Interacts with familiar adults and uses them to help with adjusting to new settings, situations or people</b></p> <p>Requests help from familiar adults when having difficulty solving a problem Holds adult hand or increases proximity to familiar adult when uncertain Explores environment with confidence when familiar adults are nearby Seeks comfort from a familiar adult when upset</p>	<p><b>Uses adults as a resource, seeking help and approval from adults in trusted roles</b></p> <p>Asks trusted adult (e.g., caregiver, teacher, family friend, familiar staff) questions to gain information or gain help Communicates with adults about interests, preferences, etc. Follows routine set by familiar adult Generally engages in reciprocal helpful interactions with adults (e.g., helps with simple tasks, responds to most limits)</p>	<p><b>DESCRIPTION</b></p> <p><b>EXAMPLES</b></p>
<p>Note that children’s responses to primary caregiver(s) and to unfamiliar adults are impacted by many factors including temperament, the type of situation in which they encounter unfamiliar people, their current state, the behaviors of the primary caregiver and the amount of interaction they have had with unfamiliar adults.</p>				
<p>Observe how child responds in unfamiliar situations, paying particular attention to how they interact with familiar adults as they enter new settings or situations.</p>	<p>Observe child as he/she interacts with adults in familiar and new situations. Note how interactions differ across settings and how child’s behavior changes with different adults. Note how child might interact to get physical/emotional needs met and how he/she interacts to share experiences or information.</p>	<p>Observe how child responds to friendly and engaging, but unfamiliar, adults when in the presence of a trusted adult. Watch for child checking in with familiar adult when in a new setting or situation.</p>	<p>Observe when and how child approaches trusted adults, watching for instances when assistance is needed and/or when something is accomplished. Observe for instances when child is asked for help with a simple task by a trusted adult or when a limit is set.</p>	<p><b>NATURALISTIC OBSERVATION</b></p>
<p>Have a familiar trusted adult initiate a simple game or activity with child and observe child’s response. In the presence of child’s primary caregiver, observe child’s reaction to friendly overtures from a stranger. Primary caregiver should provide support and encouragement as needed.</p>	<p>Plan a variation in daily transitions and observe how child reacts in relation to familiar adults. Plan brief separations that involve another familiar adult in order to observe child’s handling of separation. Provide advance warning, reassurance and prompt child to soothe self as needed.</p>	<p>Plan a new experience supported by familiar adults (e.g., a trip to the library, grocery store, school office or other local community setting). Observe child’s reaction to adults working in new setting and how they rely on or engage with the familiar adults. Model and prompt appropriate interactions as needed (e.g., asking a grocery clerk for a bag).</p>	<p>Plan a learning experience that requires the child and a familiar adult to help each other. Watch for child’s request for assistance and responses to adult’s requests. If child does not ask for something needed, provide a model and observe child’s response.</p>	<p><b>PLANNED EXPERIENCES</b></p>
<p>Describe some of the ways that your child interacts or plays with you. How does your child react in new situations? Does he/she look to you for support as he/she explores? If you are with your child, will he/she explore a new place that seems calm and safe?</p>	<p>Describe some of the ways that your child interacts or plays with you. Does he/she look to you for support as he/she explores in new settings? Does he/she share things that they find interesting with you? How does he/she react when he/she has to get ready to do something new (e.g., go to bed, or leave some place) or if you leave him/her with other familiar adults?</p>	<p>How does your child respond to adults in new situations? Does he/she interact with new adults (who you trust) with your support (e.g., tell the doctor if something hurts while you are in the room)? Does your child ask you for help when something is hard? Does he/she make sure you are close by when he/she feels uncertain?</p>	<p>Describe how your child interacts with adults he/she sees when you are at the store, library or doctor’s office. Does your child ask other adults (in a helping role) for assistance? If you ask him/her to help you with a simple chore or if you set limits (e.g., we walk inside, we don’t run) how does he/she respond? (Note: Depending upon cultural expectations, families may not expect children of this age to help with household tasks and may differ in the types of limits set. Discussions regarding children’s roles in the family need to be culturally sensitive.)</p>	<p><b>FAMILY INPUT</b></p>

Aligned  
CT ELDS  
Learning  
Progressions

Trusting  
Relationships

Managing  
Separation

Adult  
Relationships



# DOMAIN: Social and Emotional Development • OBSERVATION PROGRESSION: Relationships with Peers

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Notices other children</b>	<b>Notices and responds to other children</b>	<b>Seeks contact with other children</b>	<b>Show interest in other children’s actions</b>	<b>Demonstrates interest in interacting with other children</b>
<b>EXAMPLES</b>	Looks at other child’s face Notices child who is vocalizing	Focuses attention on other children who are playing nearby Coos at child paying attention to him/her Smiles or attempts to touch another child	Moves to gain proximity to other children (e.g., rolls, scoots, stretches) Reaches out to touch another child Increasing vocalization and movement to show excitement when other children are present May cry if other children are active or loud	Watches the actions of other children Stays in proximity of other children Engages in brief interactions (e.g., making eye contact, babbling) Reacts to strong feelings exhibited by peers (e.g., may frown when another baby is crying or be upset if hears yelling)	Focuses attention on nearby children Plays in proximity to other children Briefly interacts with other children (e.g., babbles, hands a child a toy)
<p>Note that “other children” may include siblings, relatives, children in public places such as the library or park or children who are regularly together in group care. Children’s relationships with peers may vary depending upon the familiarity of the setting and the children with whom they have opportunities to interact. Noting the setting and circumstances of the observations will provide valuable information about development in this area.</p>					
<b>NATURALISTIC OBSERVATION</b>	Observe child in a calm setting when there are other children present. Note child’s awareness of other children who are in his/her field of vision and any response to vocalizations	Observe child when other children are present and there are opportunities for interaction (e.g. children can see each other or have floor time together). Observe for eye contact, initiations of interaction and responses to other children’s initiations.	Observe child when other children are present and there are opportunities for interaction (e.g., children can see each other or have floor time together). Observe child’s interest in and response to other children, noting any attempts to interact by reaching or nearing them.	Observe child in the presence of other children in close proximity. Watch for eye contact, reaching for other children and reactions to other children’s behavior/vocalizations	Observe child when other children are present and there are opportunities for interaction. Observe for eye contact, initiations of interaction and responses to other children’s initiations.
<b>PLANNED EXPERIENCES</b>	Provide an opportunity for child to be in the presence of an older, calm child who is interested in interacting. Ask older child to look at child and vocalize to him/her. Note child’s response to older child (visual gaze, expression and activity level).	Position child so that there is an opportunity to view and reach out to other children in close proximity (e.g., face to face opportunities with infants of a similar age, with a preschool-age child who will be able to be gentle and safe with baby.)	Plan an opportunity for child to interact with other children (e.g., children of a similar age or older preschool-age children who might be interested in interacting). Provide a few engaging materials that are safe for all children and that encourage interaction (e.g., balls).	Provide space or toys for 2-3 children to interact in proximity to each other. Observe whether child watches other children and whether he/she initiates interactions or imitates other children’s actions. If attention is not focused on other children, direct child’s attention and suggest they imitate another child’s motor movement or ask child to hand a toy to another child.	Provide multiple common items of interest for play. Observe whether child spontaneously watches other children and whether they initiate interactions. If attention is not focused on other children, model or suggest interactions and/or imitation of other children’s actions and document child’s response.
<b>FAMILY INPUT</b>	Has your child been near other children? Does he/she notice the other children when they are nearby or when he/she hears them? Describe how your child reacts to other children.	Does your child notice other children? What does your child do when he/she sees other children? Does your child try to interact with them? What does he/she do to interact? How does he/she respond if another child tries to interact?	When your child is with other children does he/she want to be close to them or touch them? What does your child do when other children are behaving in a silly way or smiling at him/her? Has your child ever become upset when interacting with other children? If so, describe what happened.	Does your child show interest in other children? What does your child do that shows he/she is interested in other children? What does he/she pay attention to if he/she is in a group of children? Does he/she make noises or “talk” to other children or reach out to touch other children?	Does your child ever try to talk to or play with other children? What does your child do when he/she is around other children? What does he/she pay attention to when he/she is in a group of children? Does he/she interact with the other children?

# DOMAIN: Social and Emotional Development • OBSERVATION PROGRESSION: Relationships with Peers

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<p><b>Shows interest in other children by playing alongside them using similar materials</b></p> <p>Plays with similar materials near other children. (Conflict over materials may occur.) Imitates other children’s actions using similar objects Imitates another child’s gross motor play but does not coordinate or communicate about actions</p>	<p><b>Seeks out other children for interaction</b></p> <p>Shows a preference for particular children by seeking them out more frequently (though these preferences may shift over time) Interacts with peers using common materials. (Conflict over materials may occur.) Builds blocks with another child, talking about what each is building but not working together on one structure Child and peer pretend to cook, with each child pretending to make own dish</p>	<p><b>Interacts with other children on common projects or goals</b></p> <p>Builds a tower or road, working with a peer to coordinate actions (e.g., building structure together or joining roads) Pretends to make a meal for another peer and the baby peer is caring for Pretends to drive a car while peer is a passenger or races a peer who is pretending to drive another car. Communicates with peers about common play or materials (Adult assistance may be needed when conflict arises.)</p>	<p><b>Engages in more complex and coordinated interactions with peers</b></p> <p>Engages with peers in cooperative projects (e.g. building large structure together, painting a picture together) Play with peers involves identified roles and actions (e.g. one child is the shopkeeper and one is the customer) Attempts to resolve conflicts with peers Shows interest in pleasing peers and has preferred playmates Communicates with peers about friendship Communicates with others about preferred peers</p>	<p><b>DESCRIPTION</b></p> <p><b>EXAMPLES</b></p>
<p>Note that “other children” may include siblings, relatives, children in public places such as the library or park or children who are regularly together in group care. Children’s relationships with peers may vary depending upon the familiarity of the setting and the children with whom they have opportunities to interact. Noting the setting and circumstances of the observations will provide valuable information about development in this area.</p>				
<p>Observe the child in setting where there are materials available for play and other children are present. Note interactions and role of the materials in the play of children (e.g., plays with similar items next to each other, engages in conflicts over items, or hands something to a peer).</p>	<p>Observe child in a small group setting. Watch for how attention is focused and how materials are used.</p>	<p>Observe child in small groups of familiar children. Note whether child’s play incorporates other children when pretending or working on a task. Note body language and communication attempts.</p>	<p>Observe child approaching tasks or cooperative projects with other children. Watch for body language and communication attempts and document the roles the child takes on with others.</p>	<p><b>NATURALISTIC OBSERVATION</b></p>
<p>Provide a set of similar items for play to a small group of children. Observe how child interacts with materials and peers. If child does not notice peers, direct attention by discussing other child’s actions and suggesting child imitate these actions.</p>	<p>Provide multiple common items of interest for play. Observe how child interacts with peers while using materials. Observe what happens if there are not quite enough materials for everyone. If needed, provide models and suggestions for sharing or using materials together.</p>	<p>Provide a simple task or activity for child to do with other children (e.g., work together to get a snack or build a tower). If assistance is needed, suggest roles to accomplish the task.</p>	<p>Facilitate a cooperative group project or coordinated dramatic play focused on a common topic, providing materials and supporting children to take on different roles. Observe how child coordinates actions, handles any conflicts and generally interacts with other children. Prompt strategies to coordinate roles or resolve conflict as needed.</p>	<p><b>PLANNED EXPERIENCES</b></p>
<p>Describe how your child acts when he/she is around other children. Does your child focus on playing with toys or does he/she interact with the other children? What happens if your child wants the same thing as another child?</p>	<p>Does your child spend time with other children? Does he/she have some children he/she likes to play with? When your child plays with other children does he/she talk to the other children? Does he/she try to do things together or does he/she tend to play next to them with the same toys? Describe the last time you watched your child with other children.</p>	<p>Describe what your child does when playing with other children. Does he/she work with other children on projects such as building towers or playing house? Describe how your child works on such projects with other children that he/she knows. What happens if they disagree about something or want the same thing?</p>	<p>Describe a time when your child was playing with other children who are the same age or older. Did they work together to make/build things? Describe what your child does when he/she is pretending with friends. Does your child talk about certain friends or child relatives that they like to play with? What does your child say about these friends?</p>	<p><b>FAMILY INPUT</b></p>

*Aligned  
CT ELDS  
Learning  
Progressions*

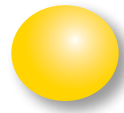
**Recognition  
and  
Response  
to Emotion in  
Others**

**Play/  
Friendship**

**Conflict  
Resolution**

**Language  
for  
Interaction**

**Cooperation  
with  
Peers in  
Learning  
Experiences**



# DOMAIN: Physical Development and Health • OBSERVATION PROGRESSION: Gross Motor

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9– 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Begins to develop basic control of large muscles</b>	<b>Shows increased strength during basic movement</b>	<b>Shows basic control of large muscles</b>	<b>Shows increased control and strength in large muscles</b>	<b>Shows beginning coordination of large motor skills</b>
<b>EXAMPLES</b>	Begins to lift and turn head when on stomach Kicks legs evenly and strongly when on back Starting to bring hands to mouth in variety of positions Holds head steady for short periods when held upright	Reaches for toy hanging from mobile while on back Holds self up on forearms arms when on stomach Beginning to experiment with rolling (e.g., flips from stomach to back, turns onto side from back) Holds head steady when held in a sitting position	Rolls in and out of all positions easily and quickly Sits independently without support Rocks on hands and knees and/or crawls forward	Gets into a sitting position Moves across the floor or blanket (by rolling, scooting, crawling) Pulls to a stand and/or cruising on furniture or outdoor equipment	Stands from squatting position (using arms to push off floor) Walks to achieve goal such as getting a desired object Crawls up and down stairs or low ramp Throws a medium to large ball forward
<b>NATURALISTIC OBSERVATIONS</b>	Observe child in a variety of familiar and comfortable positions (e.g., on back, on stomach, held by primary caregiver, in a child seat). Observe child's movements, noting control of head and neck as well as use of arms and legs.	Observe child during floor time incorporating varying positions and space for movement. Observe child's arm and leg movement and trunk control when lying on back.	Observe child during floor time when child is alert and active. Note child's attempts to move about the environment and change position.	Observe in an environment where child can safely move about and there is access to interesting materials and low, sturdy furniture or outdoor equipment that can be used to pull to a stand or cruise.	Observe in a safe environment where child can safely move about, there is access to materials to motivate movement and balls for throwing. Observe when child has opportunities to navigate stairs or a low ramp with adult support.
<b>PLANNED EXPERIENCE</b>	While child is lying on back (e.g., during diaper changing), provide something interesting to look at (e.g., a mobile, caregiver's face) or listen to (e.g., music or caregiver's voice). Note whether child moves arms or legs in response to stimuli. Move child to his/her stomach and provide something interesting in front of child. Note whether child holds head up to look toward objects.	While child is on stomach, place a desired toy in a position that will require reaching for the object. Use a toy to motivate child to roll over and/or move a desired object to observe head control and motion. Dangle a soft toy over child's feet/legs to encourage batting and reaching with hands or kicking toward a target.	While child is on a blanket or other safe clean floor space, show child interesting objects and place them out of child's reach, encouraging them to move or shift positions (e.g., roll over or pivot on stomach) to reach the objects. Carefully watch for child's cues and avoid frustration. If child is unable to reach item or shift positions, move item closer.	In preparation for reading a book together or playing with a toy, prompt child to get into a sitting position. Using high interest materials, motivate child to crawl or cruise.	Intentionally plan activities so that child has to move from one place to another and sit (carrying puzzle pieces from one end of a room to another or carrying grocery items across the room to put away on a low shelf). Place various size balls and a large basket outdoors to encourage throwing.
<b>FAMILY INPUT</b>	Describe your child's movements when he/she is on his/her back? Does he/she kick or move his/her arms about? What about when he/she is on his/her stomach? How does your child hold him/herself when you are holding him/her? Does he/she hold his/her head steady?	How is your child beginning to move around on his/her own? What does your child do when placed on his/her stomach ("tummy time")? Does your child reach up or bat at objects that are overhead? Does your child roll over from his/her stomach to his/her back? Does your child roll over from his/her back to his/her stomach?	Describe the positions your child prefers (e.g., on back, on stomach, sitting) and how he/she moves between positions. Does he/she roll from front to back and back to front? Does he/she get onto his/her hands and knees? Does your child need any support when sitting?	How does your child move to get across the floor? Have you seen your child try to pull him/her self up to stand? Does your child get into a sitting position by him/herself?	How does your child move when he/she wants to get from one place to another? How does your child handle stairs? Does your child climb on furniture at home? What does your child like to do when there is a lot of space to move around (a big room or outside)? Does your child stand up from being on the floor?



# DOMAIN: Physical Development and Health • OBSERVATION PROGRESSION: Gross Motor

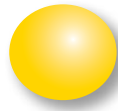
18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Combines large motor movements</b>	<b>Coordinates basic large muscle movements</b>	<b>Shows basic coordination in mobility and movement</b>	<b>Coordinates several gross motor movements</b>	<b>DESCRIPTION</b>
<p>Walks through environment while changing directions and carrying objects</p> <p>Begins to run (may be unsteady)</p> <p>Walks up and down stairs while holding a railing</p> <p>Combines movement to accomplish goal (e.g., squats to pick up something from the floor, catches a large ball by capturing it against their body using both hands)</p>	<p>Walks and runs on various surfaces</p> <p>Throws a medium or playground-sized ball</p> <p>Jumps with both feet</p> <p>Kicks a ball</p>	<p>Walks with ease and control</p> <p>Combines several gross motor movements in a coordinated way (e.g., moving through an obstacle course or playing a game involving different sequences of movement)</p> <p>Uses feet in a coordinated manner to kick a ball, hop, or walk up stairs using alternating feet</p> <p>Throws a small ball forward toward a close target (e.g., a person, a hoop, a bucket)</p>	<p>Combines more complex motor movements (e.g., stops and changes direction while moving, climbs on playground equipment)</p> <p>Bends, dances, twists, lifts big objects</p> <p>Peddles a wheeled toy and steers smoothly</p> <p>Throws with some accuracy, rotating body and shifting weight on feet</p>	<b>EXAMPLES</b>
<p>Observe in an environment in which there is sufficient safe space for child to move about, there is access to medium and large objects to manipulate (push, pull, carry, throw). Observe when child has opportunities to navigate stairs with adult support.</p>	<p>Observe in an environment that encourages gross motor movement such as running and ball play (e.g., indoor or outdoor open space, playground, gym). Note child's movements and use of materials requiring large muscles.</p>	<p>Observe when there is opportunity for child to engage in gross motor movement such as when there is space to run, equipment for climbing, riding and throwing (e.g., wheeled toys, range of types and sizes of balls, hoops/goals, balance beams or stepping stones, climbing or rolling mounds).</p>	<p>Observe when there is opportunity for child to engage in gross motor movement such as when there is space to run, equipment for climbing, riding and throwing (e.g., wheeled toys, range of types and sizes of balls, hoops/goals, balance beams or stepping stones, climbing or rolling mounds); music to entice dancing or materials associated with movement such as scarves, balls, streamers, hula hoops, etc.</p>	<b>NATURALISTIC OBSERVATIONS</b>
<p>Engage child in cleaning up and request child carry something into another room. Play follow-the-leader, changing directions and running slowly while observing child's movements. Play ball with a large ball, standing a short distance apart. Encourage child to sit on a ride-on wheeled toy and move forward or backward.</p>	<p>Play follow-the-leader in an area that involves multiple surfaces and transitions. Using a large ball with one child or a group of children, play catch and watch for how child throws and catches. Model catching and decrease distance and speed as needed. Set up outdoor gross motor activity area where children can throw balls into a close basket, kick a ball into a close goal, push/pedal wheeled toys on a 'road' made with chalk, hop or jump to music, etc.</p>	<p>Use a large or medium-sized ball with one child or a group of children to play catch, watching for how child throws and catches. Vary the size of the ball and distance. Play imitation games or use songs to encourage child to use different movements (e.g., bending, jumping, hopping, dancing).</p>	<p>Set up an obstacle course that encourages a range of movement; set up hoops, baskets, and small goals to promote throwing and kicking; encourage hopping from one rubber mat to the next; set out building materials (large blocks, smooth logs, recycled materials) that can be carried and moved from one location to another.</p>	<b>PLANNED EXPERIENCE</b>
<p>How does your child move when he/she wants to get from one place to another? How does your child handle stairs? What does your child like to do when there is a lot of space to move around (a big room or outside)? Does he/she carry big things while walking? Does he/she run?</p>	<p>Have you seen your child jumping? Describe what it looks like when he/she jumps. What does your child like to do when there is a lot of space to move around (a big room or outside)? How does your child stay busy inside? Does your child run? Does your child throw and catch a medium (playground sized) ball from a short distance?</p>	<p>Have you seen your child hopping or jumping? What does your child like to do when there is a lot of space to move around (a big room or outside)? Does your child kick or throw balls? When he/she uses stairs does he/she put both feet on each stair or do they put one foot on each stair?</p>	<p>What does your child like to do when there is a lot of space to move around (a big room or outside)? Describe how he/she runs or moves on a playground or when there is furniture to get around. Does your child throw or kick balls? Does your child climb on playground equipment or get up on furniture? Does he/she bend, twist or dance? Does your child pedal a tricycle?</p>	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Large Muscle  
Movement  
and  
Coordination

Mobility

Physical  
Activity



# DOMAIN: Physical Development and Health • OBSERVATION PROGRESSION: Fine Motor

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Shows beginning use of hands</b>	<b>Shows beginning coordination of hand, vision and movement</b>	<b>Uses hands for purposeful exploration</b>	<b>Intentionally uses hands to manipulate objects</b>	<b>Uses hands with intention</b>
<b>EXAMPLES</b>	Brings hands to mouth Swipes at objects when on back Resting hand position is open and relaxed	Uses vision to guide hand movement (e.g., reaches for objects) Holds or shakes objects Brings objects into line of vision or puts in mouth	Picks up objects using fingers and palm of hand Releases objects to drop Reaches out with fully extended arm Transfers items from one hand to the other	Combines objects at center of body (e.g., banging things, putting items on/off) Uses hands to reach and put objects in containers Activates large button or knob Pokes at or grasps small objects between fingers and thumb	Builds a simple block tower Puts snack items in a container (e.g., snack items in a bowl, shapes in a shape sorter) Holds something stable with one hand and manipulates something with the other hand Uses writing tools to make scribbles
<b>NATURALISTIC OBSERVATION</b>	Observe child in a reclined position or on back. Observe hand position and use of hands with and without the presence of objects.	Observe child explore and manipulate safe objects that vary by texture, size, shape and material. Note child's handling and/or mouthing of items. When primary caregiver leans close to child, observe whether child reaches toward their face.	Observe child during time when there are interesting items within child's reach. Note child's trunk control and use of hands to explore items. Note if child moves objects easily from one hand to the other. Watch for any obvious hand preference (hand preference is typically observable at approximately two years of age).	Observe child interacting with toys and/or household items. Notice their use of items such as eating utensils and toothbrushes or manipulation of toys (e.g., nesting toys, items for banging such as hammers or drums, shape sorters).	Observe child interacting with toys and/or household items. Observe use of items such as eating utensils and toothbrushes or manipulation of toys. Note use of vision and/or use of both hands together when manipulating objects.
<b>PLANNED EXPERIENCES</b>	While child is lying on back, introduce a safe object or toy that the child can see and/or hear. Observe child's hands prior to introducing the object and afterward. Note attempts to reach or swipe at object.	Model simple actions with hands and observe response; check to see if infant tracks objects by moving interesting items within child's vision. Offer safe objects for infant to hold, shake and bring to mouth.	Plan for familiar adults to introduce a few items appropriate for child to handle. Observe how child uses hands during exploration, paying attention to use of both right and left hand. Caregiver may model behaviors such as shaking or banging and observe child's response.	Provide small appropriate food items for child to pick up with thumb and forefinger(s). Provide and model use of items such as nesting toys, hammers or drums, shape sorters. Offer one object to one hand and then offer a second object, observing for hand transfer.	Provide materials that require using hands in a coordinated manner (e.g., building blocks, interlocking blocks, musical instruments). In the context of daily activities, ask children to scoop food or sensory materials into another container that requires steadying.
<b>FAMILY INPUT</b>	What does your child do with hands when you are feeding him/her (e.g., reach towards breast, bottle)? Have you noticed him/her bringing his/her hands to his/her mouth? Does he or she bat at or swipe at an object when he/she sees it? How does he/she hold his/her hands when in a relaxed, resting position?	What kinds of things does your child do with his/her hands? How does he/she handle objects? Does your child bring his/her hands together or reach for objects? Does he/she follow object he/she is interested in with his/her eyes and reach for them?	How does your child use his/her hands when he/she is exploring objects? Does he/she touch, shake or bang objects? Does he/she bring them to his/her mouth? Describe a recent time your child had a new object, including what he/she did with his/her hands.	Tell me about how your child uses his/her hands. How does your child reach and grab for objects? Does your child try to feed him/herself? Does he/she move things from one hand to the other? What are your child's favorite toys that involve using his/her hands? What does he/she do with these toys (e.g., bang them together)?	Tell me about how your child uses his/her hands. Does your child open drawers or cabinets at home? Do you ever notice if your child uses both hands at the same time for different things (e.g., holds a tower steady with one hand and adds another block with the other hand)? What does your child do when he/she tries to feed him/herself?

# DOMAIN: Physical Development and Health • OBSERVATION PROGRESSION: Fine Motor

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<p><b>Uses visual information to guide motor movements</b></p> <p>Fits shape into shape sorter Positions simple puzzle pieces or adjusts toothbrush to fit into holder correctly Scribbles with writing tool (may use fist grasp) Puts together or takes apart toys such as pop beads, nesting blocks, etc.</p>	<p><b>Uses common household or classroom objects with hand eye coordination</b></p> <p>Uses coordinated hand movements to achieve goal (e.g., turns knob to open door, puts lid on container) Uses pegboard Writes or paints with beginning control and purpose Turns one or several pages of a book</p>	<p><b>Uses smaller objects with more precision</b></p> <p>Uses spoon to scoop out food Uses scissors to snip or cut on line Demonstrates sufficient motor control to draw simple shapes or letter approximations (may hold pencil between thumb and multiple fingers in an immature, or nontraditional, manner)</p>	<p><b>Uses coordinated movements when manipulating objects</b></p> <p>Cuts paper Opens containers with simple twisting or snapping lids Copies simple forms (shapes or letters) using a mature pencil grasp (tripod grip with pencil grasped between thumb and first two fingers)</p>	<p><b>DESCRIPTION</b></p>
				<p><b>EXAMPLES</b></p>
<p>Observe how child interacts with objects that require coordinating visual or spatial information with motions. Observe how child grasps small objects, including writing tools, eating utensils, etc.</p>	<p>Observe child during daily routines using basic school or household tools. Note how common tools, door knobs, containers with lids, etc. are manipulated. Note turning pages in a book or gathering of small items outdoors (leaves, sticks, stones, etc.)</p>	<p>Observe child during daily routines that require the use of smaller household or classroom tools such as scissors, writing tools or eating utensils. Observe outdoor play that involves gathering and/or manipulating small items such as sticks or stones.</p>	<p>Observe child during daily routines that require the use of smaller household or classroom tools such as scissors, writing tools or eating utensils. Observe outdoor play that involves gathering and/or manipulating small items such as sticks or stones.</p>	<p><b>NATURALISTIC OBSERVATIONS</b></p>
<p>Provide age-appropriate writing instruments. (e.g., chunky crayons, pencils, washable markers) and observe grasp and marks child makes. Provide basic tools (e.g., rolling pin, plastic cookie cutter shapes) to use with play dough. Model use as needed. Provide simple inset puzzles and observe for placement of pieces.</p>	<p>Provide age-appropriate writing instruments. Provide activities that require eye-hand coordination (e.g., stacking, nesting, dropping in containers, completing puzzles) and model different actions as needed. Read book with child and encourage child to turn pages. Engage child in clean-up activities using child-sized classroom or household tools.</p>	<p>Plan a cooking or serving experience that involves pouring water or milk, using utensils to stir or cut, and/or serving foods. Note child's ability to use utensils and use hands in a coordinated manner. Writing a menu offers an additional opportunity to observe fine motor skills.</p>	<p>Incorporate opportunities to use scissors to cut lines and/or curves and to copy simple forms as a part of a project (e.g., making road signs for block area). Provide a variety of smaller objects to manipulate during planned indoor and outdoor experiences, observing for precision of use and coordination.</p>	<p><b>PLANNED EXPERIENCE</b></p>
<p>How does your child use his/her hands? Does your child use puzzles or shape sorters at home? If so, describe how he/she handles the pieces. Does he/she attempt to dress or feed him/herself? Describe how he/she dresses or feeds self.</p>	<p>Tell me about how your child uses his/her hands. Does he/she try to dress or feed him/herself? Have you ever given your child crayons to play with? What kinds of marks or drawings does he/she make? Does he/she turn pages in a book by him/herself?</p>	<p>Does your child like to draw or color? What kinds of things does he/she draw? Does your child use scissors at home? If so, what does he/she do with them? Does your child try to dress him/herself? Does your child use a spoon or fork (or other cultural eating utensil) at home?</p>	<p>Does your child like to draw or color? What kinds of things does he/she draw? Does your child use scissors at home? If so, what does he/she cut with them? Does your child dress him/herself? Does your child use a spoon or fork (or other cultural eating utensil) at home?</p>	<p><b>FAMILY INPUT</b></p>

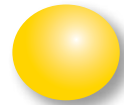
Aligned  
CT ELDS  
Learning  
Progressions

Small Muscle  
Movement  
&  
Coordination

Visual Motor  
Integration

Drawing and  
Writing\*

\* The use of drawing and writing for communication is addressed with the Drawing and Writing Observation Progression. The use of pictures, letters and symbols to represent something else is addressed in the Symbolic Representation observation progression.



# DOMAIN: Physical Development and Health • OBSERVATION PROGRESSION: Self-Help

AGE BANDS	0 – 3 months	3– 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Shows beginning awareness of body and needs</b>	<b>Cooperates in daily care routines</b>	<b>Explores ways of participating during daily care routines</b>	<b>Participates in daily feeding and dressing routines</b>	<b>Actively engages in feeding and dressing routines</b>
<b>EXAMPLES</b>	<p>Leans forward in anticipation of food offered via bottle or breast</p> <p>Shows awareness of discomfort such as hunger or wet diaper (e.g., uses distinct cry for needs)</p> <p>Molds to caregiver when held</p>	<p>Reaches for and/or holds bottle, breast or food</p> <p>Takes pureed food from spoon</p> <p>Anticipates and cooperates with caregiver actions during dressing and diapering routines</p>	<p>Tries new foods and tastes</p> <p>Holds own bottle or cup</p> <p>Opens mouth and leans forward in anticipation of food</p> <p>Holds, bites and chews cracker</p> <p>Participates in bathing routine, showing excitement by splashing, squealing, etc.</p>	<p>Physically helps or cooperates with dressing (e.g., holds arms out to get shirt on)</p> <p>Physically helps or cooperates with feeding (e.g., uses cup, eats finger foods)</p> <p>Takes off socks or grabs spoon in attempt to participate in clothing and feeding process</p>	<p>Uses eating utensils</p> <p>Serves self food</p> <p>Actively participates in dressing self (e.g., putting arm in sleeve, stepping out of pants)</p>
<p>Note that expectations related to self-care and household rules vary across cultures. During discussions regarding self-care and household rules, early care and education professionals must employ cultural competence, respecting differences in expectations for young children. These discussions may provide an opportunity for dialog about expectations that might vary across settings (e.g. in a preschool setting a child may be expected to wash their own hands, while at home this is done for him/her). It may also provide an opportunity to discuss children's development in other areas and how it connects to expectations regarding following rules and helping (e.g., language development, motor skills and self-regulation may impact ability to follow rules and/or participate in self-care routines).</p>					
<b>NATURALISTIC OBSERVATION</b>	Observe child when being cared for by primary caregiver. Note child's awareness of and response to care giving.	Observe child during feeding, diapering and dressing routines with a primary caregiver.	Observe child during daily routines with primary caregiver. Note child's actions in response to own anticipation of caregiver's actions.	Observe during feeding and other care routines with primary caregivers. Note child's willing participation and efforts to cooperate in dressing and feeding process.	Observe during feeding and other care routines with primary caregivers. Note child's willing participation and efforts to actively participate in dressing or feeding process.
<b>PLANNED EXPERIENCES</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>FAMILY INPUT</b>	Please describe your family/cultural practices around feeding/dressing. How does your child respond when you are about to feed him/her? Does he/she open mouth, lean forward or reach toward food (bottle, breast)? How does he/she respond when held? Does he/she generally lean in or nestle (if not uncomfortable)?	Please describe your family/cultural practices around feeding/dressing. Describe your feeding routine and what your child does when you feed him/her. Does he/she lean forward to get fed? Does he/she reach for food/bottle/breast?	Please describe your family/cultural practices around feeding/dressing. Describe your child's actions during feeding routines. Does he/she hold cups or food? What does he/she do during dressing or bathing?	Please describe your family/cultural practices around feeding/dressing/toileting. Describe what happens when you feed your child. What does your child do when you are feeding him/her? Does he/she feed him/herself finger foods (small food items that can be picked up)? Does he/she reach for the spoon (or other eating utensil)? What does your child do when you dress or undress him/her? Does he/she take off his/her socks? Does he/she reach out arms or legs to help during dressing?	Describe what happens when you are feeding your child. Does your child use eating utensils (spoon, fork or other culturally relevant eating utensil) or try to feed him/herself? What does your child do when you dress or undress him/her? Does he/she reach out or help when putting on shirt/pants/diaper? Does he/she help with washing during bath time?

# DOMAIN: Physical Development and Health • OBSERVATION PROGRESSION: Self-Help

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Cooperates in self-care activities and efforts to stay safe</b>	<b>Actively participates in self-care activities and efforts to stay safe</b>	<b>Generally manages basic health and self-care and routines with some adult assistance</b>	<b>Generally manages basic health and self-care routines without adult assistance</b>	<b>DESCRIPTION</b>
Participates in dressing routines (e.g., pulling pants or skirt on, taking off jacket) Serves self food Points out some unsafe items (e.g., a sharp object, open door or gate, spill on floor)	Feeds self with minimal spilling Attempts to complete basic health routines (e.g., dressing, toileting, tooth brushing) Generally follows basic safety rules	Handles most aspects of dressing with simple pull-on clothing Manages most aspects of toileting with few reminders and occasionally assistance Manages most aspects of hand washing with few reminders and occasionally assistance Remembers and understands most basic safety rules	Serves foods (e.g., pouring from a pitcher and spreading with a butter knife) Dresses self (although may need help with fasteners) Handles toileting and hand washing with only occasional need for assistance Understands basic safety rules	<b>EXAMPLES</b>
Note that expectations related to self-care and household rules vary across cultures. During discussions regarding self-care and household rules, early care and education professionals must employ cultural competence, respecting differences in expectations for young children. These discussions may provide an opportunity for dialog about expectations that might vary across settings (e.g. in a preschool setting a child may be expected to wash their own hands, while at home this is done for him/her). It may also provide an opportunity to discuss children's development in other areas and how it connects to expectations regarding following rules and helping (e.g., language development, motor skills and self-regulation may impact ability to follow rules and/or participate in self-care routines).				
Observe during feeding and other care routines with primary caregivers. Observation over time may provide opportunities to observe reaction to some mildly unsafe items (e.g., sharp pencil, open gate or door). If observed, note child's actions and communication.	Observe during feeding, care and other daily routines in the presence of familiar adults. Note child's participation in caring for self. Observe in a setting with basic safety rules and note whether child complies with general expectations.	Observe child during feeding and care routines. Note how much of basic health and self-care child handles on own and the types of adult assistance offered or needed. Observe in a setting with basic safety rules and note child's observation of rules and whether child needs many reminders and explanations.	Observe child during daily routines. Note whether adult assistance is needed for basic self-care, dressing, toileting and feeding routines. Observe in a setting with basic safety rules and note child's observation of rules and whether child needs many reminders and explanations.	<b>NATURALISTIC OBSERVATIONS</b>
Not Applicable	Not Applicable	Make a sign with basic safety rules, focusing on positive actions (e.g., "use walking feet" instead of "no running"). Ask child why certain basic rules listed are necessary and observe for simple understanding (e.g., "so we don't fall"). If needed, provide an example as a model for child. Encourage child to help with snack or meal preparation. Include specific types of clothing in the pretend play area or outdoors to provide opportunities to practice and observe dressing skills (e.g. buttoning, snapping, zipping, putting on a jacket or sweater). Engage child in watering plants indoors or outdoors and observe for pouring skills.	Plan a learning experience that involves serving foods (e.g., making lunch might involve pouring milk, spreading something on a sandwich and cutting it in half with a butter knife). Preparing for the activity by washing hands and putting on an apron offers an opportunity to observe self-care related to dressing and health. Observe child with specific pretend play clothing to provide opportunities to practice and observe specific dressing skills. Include opportunities to water plants or pour at the water table.	<b>PLANNED EXPERIENCE</b>
Does your child help when you feed, bathe or dress him/her? Does he/she feed him/herself any food? Does he/she take off any of his/her own clothing? What does he/she do if he/she sees or finds something that isn't safe (e.g., a door that is open that should be closed or when someone drops a sharp pencil on the floor)?	Does your child help when you feed, bathe or dress him/her? If so, describe the ways that your child helps. Does he/she feed him/herself? Does he/she try to do things him/herself, such as drying hands or brushing teeth? Do you have rules in your house? Describe some of the rules you have. How do you talk about the rules with your child and how does he/she react?	How much help does your child need to dress, wash hands, brush teeth, or use the toilet? Does your child put on a shirt or bottoms (shorts/pants/skirt)? Does your child wash his/her hands? What rules do you have in your house? Does your child understand why you have these rules? Do you talk with your child about healthy eating or hygiene practices (e.g., washing hands, wiping nose)? If so, how does he/she respond?	Is your child able to take care of basic self-care (e.g., dressing, toileting, hand washing) without a lot of help? Does your child help serve food for his/herself or others? How does your child respond to safety rules? Does he/she understand why you have these rules? Do you talk with your child about healthy eating or hygiene (e.g., washing hands, wiping nose)? If so, how does he/she respond?	<b>FAMILY INPUT</b>

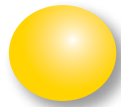
Aligned  
CT ELDS  
Learning  
Progressions

Feeding  
Routines/  
Nutrition

Safety and  
Responsibility

Dressing &  
Hygiene

Healthy  
Behaviors



# DOMAIN: Physical Development and Health • OBSERVATION PROGRESSION: Physical Health

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
DESCRIPTION	<b>Displays overall health for age level and specific conditions or disabilities.</b>				
EXAMPLES	Is up to date on well-child checks and screenings. Does not have ongoing illnesses or preventable diseases. Gets appropriate amounts of sleep. Gets appropriate amounts and variety of nutritious foods. Exhibits healthy growth patterns. Engages in recommended amounts of physical activity.				
NATURALISTIC OBSERVATION	<p style="text-align: center;">Observe child as they participate in a variety of daily routines and activities that occur both indoors and outdoors.</p> <p style="text-align: center;">Note whether their physical health status seems to impact their participation or ability to learn and develop in a way that is common for children of their age and developmental level.</p>				
PLANNED EXPERIENCES	<p style="text-align: center;">Model simple actions with hands and observe Common information about physical health status should be collected by professionals working with young children, including health information, documentation of vision, hearing and dental screenings and ongoing well-child checks.</p> <p style="text-align: center;">Programs and professionals can work with health consultants or other health care providers to collect and review all required information, as well as any additional information helpful to determining children’s overall physical health.</p>				
FAMILY INPUT	<p>Describe your child’s overall health. Describe the kinds of things you notice about your child’s health (alertness, energy, attention span, etc . Do you have any concerns about your child’s overall health? Does your child see a doctor or nurse regularly? Is there anything you think would help to improve your child’s health? Does your child’s health change the kinds of activities he/she participates in? Do you have concerns about any of the following: hearing, vision, nutrition, sleep, weight, illness? Do you have any other health concerns for your child?</p>				

# DOMAIN: Physical Development and Health • OBSERVATION PROGRESSION: Physical Health

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<p><b>Displays overall health for age level and specific conditions or disabilities.</b></p>				DESCRIPTION
<p>Is up to date on well-child checks and screenings. Does not have ongoing illnesses or preventable diseases. Gets appropriate amounts of sleep. Gets appropriate amounts and variety of nutritious foods. Exhibits healthy growth patterns. Engages in recommended amounts of physical activity.</p>				EXAMPLES
<p>Observe child as they participate in a variety of daily routines and activities that occur both indoors and outdoors. Note whether their physical health status seems to impact their participation or ability to learn and develop in a way that is common for children of their age and developmental level.</p>				NATURALISTIC OBSERVATIONS
<p>Model simple actions with hands and observe. Common information about physical health status should be collected by professionals working with young children, including health information, documentation of vision, hearing and dental screenings and ongoing well-child checks. Programs and professionals can work with health consultants or other health care providers to collect and review all required information, as well as any additional information helpful to determining children's overall physical health.</p>				PLANNED EXPERIENCE
<p>Describe your child's overall health. Describe the kinds of things you notice about your child's health (alertness, energy, attention span, etc. Do you have any concerns about your child's overall health? Does your child see a doctor or nurse regularly? Is there anything you think would help to improve your child's health? Does your child's health change the kinds of activities he/she participates in? Do you have concerns about any of the following: hearing, vision, nutrition, sleep, weight, illness? Do you have any other health concerns for your child?</p>				FAMILY INPUT

*Aligned  
CT ELDS  
Learning  
Progressions*

**Physical  
Health  
Status**



# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Receptive Language

AGE BANDS	0 – 3 months	3– 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Attends to voice and gestures</b>	<b>Responds to nonverbal and/or verbal communications</b>	<b>Begins to show understanding of nonverbal and verbal communication</b>	<b>Demonstrates an understanding of some basic communication with a physical response</b>	<b>Demonstrates an understanding that language (words/gestures/signs) refers to objects/people</b>
<b>EXAMPLES</b>	<p>Reacts to facial expressions</p> <p>Responds to vocalizations with attention, cooing or smiling</p> <p>Orients towards voices or communicative gesture</p>	<p>Turns head to locate a variety of sounds</p> <p>Makes sounds in response to hearing words</p> <p>Is soothed by familiar voice</p> <p>Responds differently based on tone of voice and facial expression</p>	<p>Moves or shows facial expressions in reaction to hearing name</p> <p>Turns attention to named family member</p> <p>Responds to gestures and/or language within familiar routines (e.g., holds arms up when adult moves to pick him/her up)</p> <p>Responds to “no” by looking, stopping, or withdrawing with change in tone of voice</p>	<p>Turns attention to a named object</p> <p>Picks up a toy when a gesture is made or sign language is used</p> <p>Goes to named family member</p> <p>Carries out simple requests (e.g., waves “good-bye”)</p>	<p>Looks for people or objects that are named even when objects/people are not present</p> <p>Reaches for named item or person</p> <p>Shows desire to learn name for new object, animal or person</p> <p>Shows interest in understanding new words or gestures</p>
<p>Note that “language” or “communication” is used to refer to a child’s primary means of communication, which may include languages other than English, sign language, picture exchange communication systems or assistive technology communication devices. Children who are learning multiple languages, using alternative communication systems, and/or learning to communicate in modes different from that of their primary caregivers may demonstrate variations in their progress toward language and literacy goals. Observations should include information specific and pertinent to children’s primary mode of communication.</p>					
<b>NATURALISTIC OBSERVATION</b>	<p>Observe child in a stimulating environment in which adults are interacting and communicating with child. Observe responses to nonverbal and verbal communication.</p>				<p>Observe child during daily routines, noting how they respond to requests involving nouns previously learned and those that are new.</p>
<b>PLANNED EXPERIENCES</b>	<p>Plan for a familiar adult to interact with child. Have adult vary interactions to intentionally observe child responses to adult smiles, frowns, and vocalizations. Observe whether child focuses attention (orientation) toward direction of adult vocalization.</p>	<p>Plan for a familiar adult to interact with child. Have adult vary interactions to intentionally observe child responses to adult smiles, frowns, and vocalizations. Observe whether child focuses attention (orientation) toward direction of adult vocalization.</p>	<p>Plan for a familiar adult to talk to child. Note child’s attention to adult who is speaking. Have adult label a couple of familiar items or people using words or signs or use familiar gestures such as waving. Observe child’s response and/or imitation.</p>	<p>After learning specific words commonly used with child, plan a game with familiar adult to observe child’s responses to basic communication. For example, knowing that a child’s family uses the word “doggie” and “kitty” to refer to family pets, play a game that involves moving a toy dog and cat. Notice where child looks in response to the familiar labels and note any verbalizations. (e.g., “Where is the doggie?” or “Look at the kitty jump.”).</p>	<p>Determine several examples of nouns commonly used with child. During a daily routine or learning experience intentionally plan an interaction requiring child to retrieve named items, making sure that child is familiar with vocabulary, that additional visual cues are added intentionally as needed, and that item is easily located by child.</p>
<b>FAMILY INPUT</b> <i>(see note on opposite page)</i>	<p>Describe how your child reacts when you talk, coo, or look at him/her. Does he/she seem interested in your voice or face?</p>	<p>Describe how your child reacts when you talk or play with him/her. What does he/she do when your expression changes (e.g., when you have a relaxed face then look sad or excited)? What does he/she do if there is a loud noise? Does your child pay attention to musical toys, singing or other interesting sounds?</p>	<p>When you use simple words, signs or gestures with your child do you ever get the sense that they understand what you are communicating? If so, describe your child’s behavior in this situation. What does your child usually do when you speak to him/her?</p>	<p>How does your child respond when you use words (or signs) that he/she has heard (or seen) before? How does he/she respond when you name something new? Does he/she seem to understand some simple words that you use or do you need to show what you are talking about? Is he/she able to find familiar things when you name them? What are some words your child understands? How do you know that he/she understands those words?</p>	<p>How does your child respond when you use words (or signs) that he/she has heard (or seen) before? How does he/she respond when you name something new? Does he/she seem to understand some simple words that you use or do you need to show what you are talking about? Is he/she able to find familiar things when you name them? What are some words your child understands? How do you know that he/she understands those words?</p>



# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Receptive Language

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Shows understanding of basic nouns and verbs</b>	<b>Demonstrates an understanding of basic language during everyday routines</b>	<b>Demonstrates understanding of more complex communication involving 2-3 concepts and/or new vocabulary</b>	<b>Demonstrates understanding of communication that includes 3-4 concepts</b>	<b>DESCRIPTION</b>
Points to or seeks out familiar things that are named (e.g., people, objects and/or body parts) Performs simple actions that are named (e.g., jump, dance) Responds to simple one-step directions involving familiar routines and objects (e.g., “pick up toy” or “wash hands.”)	Shows an understanding of new vocabulary for objects and action words that are learned during daily routines and activities Understands and follows through on most basic communication (referring to familiar actions and objects) during daily routines Follows simple two-step directions that involve familiar routines and objects (e.g., “pick up the block and put it in the box”)	Follows directions that involve multiple ideas/concepts (including nouns, verbs, and descriptors) Locates objects based upon 2-3 descriptions such as color or size, and/or position (on, under, beside, etc.) Acquires new vocabulary after explanation or multiple exposures	Follows directions that involve 3-4 ideas/concepts (including nouns, verbs, and descriptors) Locates and acts upon objects based upon 2-3 descriptions including physical attributes, adverbs and/or positional words (e.g., “Wave the green scarf quickly” or “Slowly drive the blue car under the bridge”) Asks for meaning of unfamiliar words	<b>EXAMPLES</b>
<p>Note that “language” or “communication” is used to refer to a child’s primary means of communication, which may include languages other than English, sign language, picture exchange communication systems or assistive technology communication devices. Children who are learning multiple languages, using alternative communication systems, and/or learning to communicate in modes different from that of their primary caregivers may demonstrate variations in their progress toward language and literacy goals. Observations should include information specific and pertinent to children’s primary mode of communication.</p>				
Observe child during daily routines, noting how they respond to requests involving nouns previously learned and those that are new.	Observe child during daily routines, noting how they respond to two-step requests involving nouns and verbs previously learned and those that are new.	Observe child in a setting where they hear language appropriate to their age and current receptive language skills. Note how child responds to communication that involves multiple ideas combined in new ways. Observe child’s response to new vocabulary or unfamiliar words.		<b>NATURALISTIC OBSERVATIONS</b>
Determine several examples of nouns and verbs commonly used with child. During a daily routine or learning experience, intentionally plan an interaction requiring child to retrieve named items or perform named actions, making sure that child is familiar with vocabulary, that additional visual cues are intentionally introduced as needed and that response is within child’s repertoire (e.g., child knows where to locate the ball and enjoys bouncing and throwing it).	In the context of daily routines or planned learning experiences, observe child’s response to requests that involve two steps (e.g. “Get the napkins and put them on the table.” during snack or meal time or “Rinse out your cup and put it next to the sink.”). Provide prompts as needed (e.g., “What comes next?”). Break down into separate steps if child is unable to complete steps.	In the context of daily routines or planned learning experiences, observe response to a request including 2-3 concepts (e.g. “Put the sponge next to the green bucket” during clean-up time or “Get the red bowl on the table and put it in the sink” after a meal). Offer support as needed and note what prompts are provided. Introduce child to new vocabulary and observe response and whether child gains an understanding of new vocabulary with support.	In the context of daily routines or planned learning experiences, observe child’s response to a request including 3-4 concepts (e.g., “Put the blue bowl next to the big plate” or “Put the small blocks in the small bin and the big blocks in the big bin”). Offer support as needed and note what prompts are provided.	<b>PLANNED EXPERIENCE</b>
How does your child respond when you ask him/her to find something that you often name (e.g. a favorite toy, a cup, a ball)? How does your child respond when you ask him/her to do something he/she knows how to do such as jump, run, dance? Does your child seem to understand the words you use or do you need to show what you are talking about?	Describe how your child responds to simple directions (e.g., throw something in the garbage, get their blanket). What are some simple directions he/she can follow without a lot of pointing or showing? Is your child able to respond when you ask him/her to do something with two simple steps, such as picking up something and putting it somewhere? Do you need to point or use gestures to show what to do?	How many different directions does your child follow and understand at a time? Give an example of a direction your child can easily follow. What is an example of a direction that is hard, but is still something you think he/she might be able to do? If you give your child directions that use position words (in, on, under, over, behind) are they able to follow the directions?	How many different directions can your child follow and understand at a time? Give an example of a direction your child can easily follow. What is an example of a direction that might be hard, but is still something you think he/she might be able to do? What kinds of words does your child use to describe objects or actions?	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Word  
Comprehension

Language  
Comprehension

### FAMILY INPUT SUGGESTIONS

Asking some initial questions focused on language and literacy activities in the home may provide information useful for gathering input about children’s skills. Suggestions for these questions include: Who spends time with your child at home? What language does he/she speak? Does he/she talk with your child or read books with him/her? Describe special songs you may sing, rhymes you may say, and books you may read to your child in your home/cultural language.



# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Expressive Language

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Uses a variety of facial expressions and sounds</b>	<b>Uses sounds and cries to engage adults</b>	<b>Use varied sounds and gestures across different circumstances</b>	<b>Communicates wants and needs through a combination of crying, babbling, word approximations, and/or gestures</b>	<b>Uses a few words and some conventional gestures to communicate and have needs met</b>
<b>EXAMPLES</b>	Smiles and coos with familiar caregivers Vocalizes open mouth vowel sounds (“ahhh” or “ooo”) Uses distinct cries for different needs (e.g., hungry, wet, tired)	Babbles using a variety of sounds when interacting with familiar caregivers Cries with different intensity and tone depending upon circumstances Laughs during play Vocalizes excitement and displeasure	Imitates tone and inflection Engages in back and forth exchanges with sounds with familiar adults Engages in verbal play, stringing syllables together (“mamama” or “babababa”) Claps hands or waves “bye-bye”	Uses hand and facial gestures to indicate “more” or “no” Vocalizes (babbles or cries) in a manner that shows an intent to communicate Babbles using a variety of sound similar to common words May begin to use first word or gesture for family or objects (e.g., “da “ or “dada” for Dad)	Waves “bye-bye” Lifts arms and says, “up” Signs and says “more” Uses some sounds or approximation of words consistently to have needs met (e.g., “wawa” for water, “Bebe” to refer to comfort blanket)
<p>Note that “language” or “communication” is used to refer to a child’s primary means of communication, which may include languages other than English, sign language, picture exchange communication systems or assistive technology communication devices. Children who are learning multiple languages, using alternative communication systems, and/or learning to communicate in modes different from that of their primary caregivers may demonstrate variations in sounds and articulation as well as in their progress toward language and literacy goals. Observations should include information specific and pertinent to children’s primary mode of communication.</p>					
<b>NATURALISTIC OBSERVATION</b>	Observe child during interactions with primary caregiver(s) and when a child’s need arises (hunger, discomfort).	Observe child during interactions with primary caregiver(s) and when a child’s needs arise (hunger, discomfort).	Observe child during interactions with familiar adults. Note vocalizations, paying attention to tone, inflection and repeated syllables.	Observe child with familiar adults. Note efforts to communicate interest, needs or wants, including efforts to use gestures (e.g., reaching or pointing) or other physical means to gain shared attention.	Observe when familiar adults initiate interactions and when familiar adults are available to respond but wait for communication (e.g., waiting for child to show they want “up” or want “more”).
<b>PLANNED EXPERIENCES</b>	Plan for primary caregiver to interact with the child, making eye contact and talking or cooing to child. Observe for child’s response, noting sounds and facial expressions.	Have familiar adult make eye contact and make simple babbling sounds (e.g., “be, be, be”). Observe whether the child responds by imitating. Pause and see if the child initiates further babbling.	Interact with child (or ask primary caregiver to do so) by repeating simple syllables (e.g., “ma ma ma” or “ba ba ba”). Wait, watch and listen for child’s response. Repeat with different sounds and gestures (e.g., waving goodbye).	During a familiar routine (e.g., mealtime, diapering) pause during the activity and wait to see if child uses a word or gesture to prompt caregiver to continue with activity (e.g., reach or point, saying “um um” for more food).	Plan a situation in which a child will need to request additional items. If the child does not spontaneously request the item(s) using words, signs or other gestures, model language to request another item (e.g., “more” or “block”) and observe for imitation. If child is able to use one word to request an item, model putting words together (“more cars”) and observe response.
<b>FAMILY INPUT</b> <i>(see note on opposite page)</i>	How does your child respond when you interact with him/her? Does he/she make different sounds when he/she is comfortable or uncomfortable? Describe how your child’s facial expressions change when he/she is upset or uncomfortable.	How does your child respond when you look at him/her and smile? How does he/she respond when you talk to him/her? Does your child show you he/she needs something using facial expressions or crying? Does your child have cries that are different depending upon the circumstances?	Describe how your child “talks” to you. Does he/she repeat simple sounds you make (such as “da da da” or “ba ba ba” or other sounds specific to family’s primary language)? Does he/she wave hello or goodbye? Describe other times or ways that your child uses his/her voice.	What does your child do to show you he/she is interested in or wants something? Does he/she use body language or gestures to let you know when he/she wants something or doesn’t want something? What does your child do when he/she is upset? Does your child make sounds or signs that are used in your home?	Tell me about how your child uses words or gestures to communicate with you. Does your child wave or point? Does your child gesture or say something to show they want to be picked up? Does your child have names for any of your family members?

# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Expressive Language

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Uses words to request objects, have needs met or gain attention</b>	<b>Communicates to label experiences, actions or events</b>	<b>Communicates using more complex language</b>	<b>Uses a series of related statements, including multiple concepts, to communicate with familiar adults and peers</b>	<b>DESCRIPTION</b>
<p>Uses nouns frequently to request or label things</p> <p>Uses other types of words, although less frequently than nouns (e.g., verbs, commands, and possessives)</p> <p>Uses language or gestures to show approval or denial (“yes” or “no”)</p> <p>Sometimes combines words to create short, two-word phrases such as “Me up!”</p> <p>Shows interest in learning new words, repeating unfamiliar words or asking for labels for unfamiliar items</p>	<p>Uses nouns, verbs and some pronouns to communicate about experiences</p> <p>Uses language to make wants and needs known</p> <p>Begins to use plurals, possessives and regular past tense, but makes consistent errors</p>	<p>Describes objects (nouns), people (pronouns) actions (verbs) and attributes (adjectives)</p> <p>Uses sentences or phrases that are 6-10 words long</p> <p>Follows basic grammar rules (e.g., plurals, past tense, combining of noun and verb)</p> <p>Uses new vocabulary recently learned</p>	<p>Engages in discussions with multiple exchanges</p> <p>Learns and uses specific or technical vocabulary related to a topic of interest</p> <p>Follows basic grammar rules (e.g., plurals, past tense, combining of noun and verb)</p> <p>Uses a variety of words to describe objects (nouns), people (pronouns) actions (verbs), relationships (prepositions, comparatives and/or superlatives) and attributes (adjectives)</p>	<b>EXAMPLES</b>
<p>Note that “language” or “communication” is used to refer to a child’s primary means of communication, which may include languages other than English, sign language, picture exchange communication systems or assistive technology communication devices. Children who are learning multiple languages, using alternative communication systems, and/or learning to communicate in modes different from that of their primary caregivers may demonstrate variations in sounds and articulation as well as in their progress toward language and literacy goals. Observations should include information specific and pertinent to children’s primary mode of communication.</p>				
<p>Observe child during daily routines and/or in new settings with familiar adults. Note child’s use of language to get needs or wants met.</p>	<p>Observe when child has opportunities to speak about different things in the environment. Observe child in situations where objects and experiences are familiar and in situations where there are new and exciting things to explore.</p>	<p>Observe when child has opportunities to speak about different things in the environment. Observe child in situations where objects and experiences are familiar and in situations where there are new and exciting things to explore.</p>	<p>Observe when child has opportunities to have conversations with adults or peers. Note length of exchange and statements, considering the child’s word choices (e.g. child uses specific words such as “leaps” or vague general words such as “jumps”) and the number of ideas included in a statement.</p>	<b>NATURALISTIC OBSERVATIONS</b>
<p>Play a game such as “Simon Says” or “Follow the Leader” which involves a variety of objects and actions. Include objects and actions that child is known to label and some that may not be familiar. Ask child to lead or label actions and objects. Observe their use of nouns and verbs and whether he/she uses two words together.</p>	<p>Set up a play situation with simple common objects (e.g., blocks, toy animals, eating utensils, clothing items). Use questions or prompts while playing and record child’s responses. For example, when playing with toy animals and blocks ask, “What did the dog do?” or “Where is the cat going to live?”</p>	<p>Ask child to describe a simple picture that includes objects and actions the child knows. Record child’s description of the picture. As child gets older and has a larger vocabulary, use pictures that represent more complex scenarios and include objects that the child has not been exposed to as often. Based on child’s response, encourage additional language with prompts and open-ended questions.</p>	<p>Ask child to describe a picture that includes several components (e.g., a background, foreground and 1-2 areas of action). Note child’s description and whether child uses rich language. Note how child handles any uncommon or unknown items in the picture.</p>	<b>PLANNED EXPERIENCE</b>
<p>What kinds of words or phrases does your child use? Does he/she name things? Does your child use words to ask for help? Does he/she talk about actions, using words like “jump” or “run”? Does your child ever use two words together? Share some examples of your child using words and/or gestures to communicate with you.</p>	<p>Does your child put words together to communicate with you? What kinds of sentences does your child use? Does he/she ask questions? Is your child learning new words? How many words does your child usually put together when he/she is talking? Share some examples of your child using words and/or gestures to communicate with you.</p>	<p>What kinds of sentences does your child use? How many words does he/she usually put together for a sentence or question? Describe a recent time that your child talked to you about something he/she was interested in. What did he/she say? Is your child learning new words? Give some examples of the new words they are using.</p>	<p>What kinds of sentences does your child use? How many words does your child usually put together if he/she is telling you about something? Does your child talk to you about pictures, books, or other favorite items? Does he/she use words to describe objects? What are some new words your child learned recently?</p>	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Vocabulary

Conventions  
of  
Conversations

Expression of  
Ideas,  
Feelings and  
Needs\*

### FAMILY INPUT SUGGESTIONS

*Asking some initial questions focused on language and literacy activities in the home may provide information useful for gathering input about children’s skills. Suggestions for these questions include:*

*Who spends time with your child at home? What language does he/she speak? Does he/she talk with your child or read books with him/her?*



# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Literacy

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	<b>Shows awareness of sights and sounds in immediate environment</b>	<b>Reacts to music, stories and pictures shared with an adult</b>	<b>Actively participates in music, stories and pictures shared with an adult</b>	<b>Engages with adults, showing shared attention to a book</b>	<b>Actively engages with others in reading books</b>
<b>EXAMPLES</b>	<p>Note that this age band is identical to Appreciation and Engagement in the Arts</p> <p>Responds to vocalizations with attention, cooing or smiling</p> <p>Orients towards voices or communicative gesture</p> <p>Visually regards different colors, lighting and movement</p>	<p>Shows brief attention to book or pictures with focused gaze</p> <p>Reaches, moves, smiles or vocalizes when looking at pictures or listening to someone read a story</p> <p>Moves, smiles or otherwise responds to music, rhymes or rhythmic chants</p>	<p>Shows excitement in music and visual stimuli through movement (e.g., bouncing, shaking, rocking)</p> <p>Demonstrates attention to books by patting page or pictures</p> <p>Holds and chews books</p>	<p>Focuses gaze on book and/or adults reading</p> <p>Smiles, babbles, repeats sounds or points to pictures</p> <p>Responds to adult talking about book, listening or reacting with gestures/vocalizations or facial expressions</p> <p>Shows a preference for some books over others</p>	<p>Points to some pictures in books</p> <p>Shows preference for certain books, pictures or items</p> <p>Begins to label things in a book after repeated exposure</p>
<p>Note that the term “book” is used throughout the literacy strands. Books may involve different formats including, but not limited to: board books, photographs, picture books with and without words, storybooks, nonfiction (factual) books. Children should be exposed to a wide variety of information, stories, pictures and text that matches both their age and their developmental level. When observing for specific literacy skills or knowledge, any type of “book” compatible with child’s skill or knowledge is appropriate for observation.</p>					
<b>NATURALISTIC OBSERVATION</b>	Observe child while primary caregiver is interacting with child. Note child’s gaze/response to caregiver and/or other sights and sounds.	Observe child listen to a rhyme, song, story or book shared by a familiar adult. Note the focus of child’s attention and any preferences (e.g., seeking out visual input, orienting to sounds, etc.).	Observe child during an active, alert playtime with caregiver. Note child’s response to music, sounds and visual stimuli (including any books). Note changes in child’s physical activity, vocalizations, etc.	Observe child listen to a story or book shared by a familiar adult. Note the focus of child’s attention and any preferences (e.g., preference for photos instead of drawings, listening to verbal input or preferring the visual stimuli in pictures).	Observe child when engaging with books alone or with familiar adults. Note whether child seeks or engages with book on own or when read by adults. Note vocalizations or interest in pictures, sounds of words, etc.
<b>PLANNED EXPERIENCES</b>	Plan for primary caregiver to interact with child, vocalizing and introducing visually interesting objects (e.g., brightly colored or high contrast items). Note child’s response, including orientation and attention.	Plan for a familiar adult to sing songs, show pictures and/or read a simple story to child. Observe child’s response, noting focus of attention, facial expressions and body movements.	Plan for a familiar adult to share a book with rhyme or song in an animated manner. Observe child’s response. Offer child an opportunity to hold the book and note child’s interest and how child handles book.	Plan for a familiar adult to read a simple story to child. Observe child’s response, noting focus of attention, facial expressions, body movements, and vocalizations. Share both familiar and new books and note difference in response.	Plan for a familiar adult to read a simple text/story to child. Observe child’s response, noting when child initiates shared attention by pointing at pictures, selecting books or pictures, etc. Model or prompt shared attention as needed.
<b>FAMILY INPUT</b> <i>(see note on opposite page)</i>	How does your child respond when you “talk” to him/her? Does he/she look at you and seem to listen? What does he/she do when something interesting or different comes into his/her view (e.g., lights, movement)? Does he/she turn toward interesting things?	What does your child do when you sing a song or share a rhyme? Does he/she smile, coo or copy sounds when you talk, read or sing with them? What does he/she do when you show him/her books or pictures? Does he/she smile, reach or make noise when you read or show pictures?	How does your child respond when you read a book or sing a song with him/her? Does he/she make sounds, bounce or move in other ways? What does he/she do if he/she is allowed to hold a book?	What does your child do when you show him/her books or pictures? Does he/she seem to pay attention with you? Does your child smile, reach or make noise when you tell a story, sing, or read? Does he/she point or say any words when looking at a book or picture?	What does your child do when you show him/her books or pictures? Does he/she point at pictures or certain things in pictures that he/she likes? Does your child like certain books or pictures and want to look at them over and over?

# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Literacy

Aligned CT  
ELDS  
Learning  
Progressions

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Shows an awareness of the content of familiar books</b>	<b>Listens to books for short periods of time</b>	<b>Demonstrates interest and engagement in books</b>	<b>Responds to and understands simple texts</b>	<b>DESCRIPTION</b>
Points to named pictures Comments on or labels pictures Participates in familiar stories, repeating familiar parts and/or answering simple questions about book/story	Focuses on books and participates by turning pages and asking questions (e.g., “What is this?” or “What happened?”) Labels pictures in book Chimes in or retells parts of the story or details	Selects books to read Retells parts of stories or pieces of information from book Asks/answers simple questions about book Learns words from book reading	Seeks out books to read Follows books with an awareness of text and/or page direction Retells familiar stories or key story details Relates details or story to own experiences	<b>EXAMPLES</b>
<p>Note that the term “book” is used throughout the literacy strands. Books may involve different formats including, but not limited to: board books, photographs, picture books with and without words, storybooks, nonfiction (factual) books. Children should be exposed to a wide variety of information, stories, pictures and text that matches both their age and their developmental level. When observing for specific literacy skills or knowledge, any type of “book” compatible with child’s skill or knowledge is appropriate for observation.</p>				
Observe child as he/she listens to a story or book read by a familiar adult. Note child’s focus and participation, including interest in pictures, labeling of pictures, vocalizations or repeating of words from book.	Observe child as he/she listens to a story or book read by a familiar adult. Note child’s participation in the experience, including response to any questions, repeating of any parts of story, etc.	Observe child as he/she interacts with print resources. Observe when child seeks out books, stories, or other print materials and as child listens to a story or book read by a familiar adult. Note child’s initiative, focus and participation, including responses to any questions, repeating any parts of story, etc.	Observe child as he/she interacts with print resources. Observe when child seeks out books, stories, or other print materials and as child listens to a story or book read by a familiar adult. Note child’s response and understanding of new and familiar books.	<b>NATURALISTIC OBSERVATIONS</b>
Plan for a familiar adult to read a simple text/story to child, drawing upon child’s unique interests. Observe child’s response, noting how child participates, including pointing at or labeling pictures, answering simple questions, etc. Adult prompts may be introduced if child does not independently show awareness of the content of book.	Plan for a familiar adult to read a simple text/story to child, drawing upon child’s unique interests. Note child’s attention and participation. If child does not independently talk about story, prompt retelling of the story by asking, “What happened?” or other similar questions specific to the story.	Ask child to select from 2-3 books that draw upon child’s unique interests. Have a familiar adult read the book with child and ask simple open-ended questions about plot or information as they talk about the book.	Ask child to select from 2-3 books that draw upon their unique interests. Have child position and open the book. Have a familiar adult read the book with child and ask questions about plot or information as they talk about the book. If child doesn’t independently communicate how information/story relates to them, ask questions (e.g., when reading a book about storms, “Have you ever seen a really big storm?” or when a child in a story gets scared, ask “What makes you scared?”). When story/text is complete, ask child to share what it was about, providing prompts and questions as needed.	<b>PLANNED EXPERIENCE</b>
When you read, tell a story or sing a song with your child does he/she join in in some way? What kind of things does he/she do when you read/talk/sing? Does your child answer simple questions about the story/picture/song?	When you read, tell a story or sing a song with your child, does your child pay attention to the book/story/song? What does your child do when you read a book/sing a song that he/she really likes? Does he/she join in by singing along, filling in words or asking questions? Does your child turn pages of a book? Does he/she answer simple questions about the story/picture/song or tell parts of the story to others?	Does your child show an interest in books? Does he/she choose books that he/she likes and ask you to read or tell stories? Does your child ask questions about the books you look at with him/her?	When you read a book/tell a story with your child, does he/she follow the story? What kinds of things do you talk about with your child when you are reading a book or telling a story? What kinds of things does your child say about him/herself when you are reading books/telling stories? Does your child talk about the stories or compare the information/story to his/her own life? Does your child understand which way a book is held and the direction you read and turn the pages?	<b>FAMILY INPUT</b>

Interest and  
Engagement  
with Books

Understanding  
of Stories of  
Information

Language  
Structure

## FAMILY INPUT SUGGESTIONS

*Asking some initial questions focused on language and literacy activities in the home may provide information useful for gathering input about children’s skills.*

*Suggestions for these questions include: Do you share stories or songs? Do you look at pictures or books together? What other materials does your child see at home? Are there other ways that you share personal or cultural information with your child?*



# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Print Concepts

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
DESCRIPTION					
EXAMPLES					
NATURALISTIC OBSERVATION					
PLANNED EXPERIENCES					
FAMILY INPUT					

# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Print Concepts

18 — 24 months	24 — 36 months	3 — 4 years	4 — 5 years	AGE BANDS
	<b>Recognizes that familiar signs and symbols in the environment convey meaning</b>	<b>Demonstrates an awareness that print (letters, words, symbols) is used to represent words or ideas</b>	<b>Demonstrates an understanding of basic print concepts.</b>	<b>DESCRIPTION</b>
	Names a local store or restaurant upon seeing the sign Recognizes a logo for a computer game, television show or product Points to or labels traffic sign	Identifies common symbols (e.g., bathroom signs) in the context of the environment Identifies some printed words in context, such as labels on shelves or familiar signs Recognizes and/or names a few letters or written numerals Shows awareness of how one reads, following from left to right and focusing on words	Recognizes that words are units of print made up of letters (e.g., may “write” several letters grouped together to make a word) Recognizes some words (may include own name, names of peers, etc.) Identifies some letters and numbers Identifies sounds associated with some letters	<b>EXAMPLES</b>
	Observe child in settings where he/she is likely to encounter common symbols (e.g., bathroom, road signs, logos). Observe response, noting association of names with symbols or use of symbols as a guide for action (e.g., seeking out an item based on a symbol).	Observe child in a print- and symbol-rich environment. Watch for individual skills such as labeling what symbols stand for, naming letters, recognizing or naming numerals, etc. Note individual skills in the context of an overall understanding of basic print concepts.	Observe child in a print-rich environment. Watch for individual skills such as naming letters, recognizing specific words (using strategies involving pictures and letter-sound correspondence or just recognizing a word from sight), recognizing or naming numerals, etc. Note individual skills in the context of an overall understanding of basic print concepts.	<b>NATURALISTIC OBSERVATIONS</b>
	Plan an experience based on logos commonly seen in the community (e.g., making buildings with blocks and using logos for signs, using bags from local stores in dramatic play). Observe whether child recognizes logos prior to experience and/or whether they recognize those used after some exposure.	Plan an experience to incorporate both familiar names and numbers. Observe whether child recognizes own name, other words (e.g., “ball”, other children’s names), letters or numbers. For example, chart how many times balls bounce when dropped from a certain height. Use child’s name, names of other children or family members, letters to designate attempts and numbers to show how many bounces. item and observe if actions are imitated.	Plan an experience that involves numbers, letters and the combination of letters to make words. Observe child’s responses during the experience. For example, use pre-made letters and numbers (die cuts, stickers, or hand drawn) to make signs for an art show of children’s work. Provide children with materials. Combine some letters to form a simple word, ask children to find numbers to put next to paintings (e.g. “Can you bring me the ‘one’ to put next to this painting?”). Provide prompts and reminders as needed and note what supports help child to be successful.	<b>PLANNED EXPERIENCE</b>
	Does your child notice signs or symbols that he/she often sees? (Consider providing a specific example from the neighborhood) Does your child recognize a place you are going because of the sign, symbol or colors they see? What kinds of things in print does your child recognize (pictures/logos/familiar books)?	How does your child respond to signs, symbols or words that they see a lot? Does he/she label the signs or symbols or point? Does your child recognize printed words that he/she sees frequently? Do they recognize signs and symbols such as store logos or the pictures on signs? Does your child seem aware of letters or numbers? Does he/she recognize or name any numbers or letters?	How does your child react to signs, symbols or words that they see a lot? Can your child recognize the letters in his/her name? Does your child recognize any words when reading books or when he/she sees a word on a sign? When your child sees these words are there other clues they might be using (such as remembering the picture or logo, memorizing a book, etc.)? Describe what you child knows about letters, numbers, and words. Does your child name individual letters, talk about what sounds that letters make or recognize any numbers?	<b>FAMILY INPUT</b>

Aligned CT  
ELDS  
Learning  
Progressions

Print  
Concepts

Letter  
Recognition

Book  
Concepts

Written  
Numerals



# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Phonological Awareness

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
DESCRIPTION					
EXAMPLES					
NATURALISTIC OBSERVATION					
PLANNED EXPERIENCES					
FAMILY INPUT					



# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Phonological Awareness

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<p><b>Recognizes familiar environmental sounds and associates sounds with source</b></p>				<p><b>DESCRIPTION</b></p>
<p>Names animal when hears sound that animal makes (or makes animal sound when sees animal)</p> <p>Associates sounds with machines that make that sound (says, “beep beep” for truck or makes airplane noise while demonstrating wings)</p> <p>Shows interest in listening to rhyming or rhythmic stories or poems</p>				<p><b>EXAMPLES</b></p>
<p>Observe child during daily routines, noting how they communicate about sounds that are commonly encountered in the environment. Note how they communicate about familiar things that make sounds (e.g., vehicles they encounter, family pets, household appliances, etc.).</p>				<p><b>NATURALISTIC OBSERVATIONS</b></p>
<p>Plan a learning experience that involves familiar sounds (e.g., vehicles or animals) and have child identify sounds and/or associated items in the context of the experience. For example, build a barn with blocks and put toy animals in stalls. Ask child to make sounds associated with animals and/or to identify which animal makes a certain sound as they put them in stalls.</p>				<p><b>PLANNED EXPERIENCE</b></p>
<p>What sounds does your child know that he/she connects to the source of the sound? For example, does your child imitate the sounds of certain appliances or vehicles? Does your child tell you what noises different animals make? What animal sounds does your child recognize?</p>				<p><b>FAMILY INPUT</b></p>

Aligned  
CT ELDS  
Learning  
Progressions

**Phonological  
Awareness**



# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Drawing and Writing

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
DESCRIPTION					
EXAMPLES					
NATURALISTIC OBSERVATION					
PLANNED EXPERIENCES					
FAMILY INPUT					

# DOMAIN: Language and Literacy • OBSERVATION PROGRESSION: Drawing and Writing

Aligned  
CT ELDS  
Learning  
Progressions

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
		<b>Draws and writes (scribbles, letters and/or letter-like shapes) and assigns meaning to effort</b>	<b>Associates drawing or writing with communication</b>	<b>DESCRIPTION</b>
		<p>Draws and labels simple pictures</p> <p>Makes marks that resemble words which are different and distinct from pictures, although they may not be recognizable as specific letters</p> <p>Scribbles or marks as an effort to write (e.g. making a list or sign, signing name)</p>	<p>Makes marks that resemble writing and contain some letters</p> <p>Writes numerals to convey information about quantity or age</p> <p>Writes for some purpose (e.g., prints name to identify artwork or sign in, or writes a message using early developmental spelling, using one letter for first sound)</p> <p>Labels drawings or tells a story about a drawing</p>	<b>EXAMPLES</b>
<p>Note that writing and drawing incorporate many different areas of development. The motor component of drawing and writing appears in the fine motor strand within physical health and development. The understanding that one object can represent something else is included in the symbolic representation strand within cognition. This strand includes the use of writing or drawing as a means of communicating one's ideas.</p>				
		Observe child when there is access to writing or drawing materials. Observe child's use of materials and any logical intention (e.g., writes on paper and hands it to someone). Note any communication about intent or outcome of marks or scribbles.	Observe child in settings where there is access to writing or drawing tools and paper. Watch for situations that naturally incorporate writing or drawing to communicate an idea (e.g., making a card for someone or a shopping list fits the situation). When child does attempt such a task, observe the drawing and writing and also how language is used to communicate about the intent and the work.	<b>NATURALISTIC OBSERVATIONS</b>
		Engage children in writing as a part of other planned experiences. Incorporate paper and writing materials into the block area to make signs for buildings or roads. Create a restaurant and have the children make menus or take orders on a note pad. Observe how child approaches the experience, what is drawn or written and the communication the product. Provide prompts and reminders and refer children to models as necessary. Note the supports provided.	Engage children in play that involves writing or incorporate writing into daily routine. Examples might be to make a menu for snack time, create a shopping list, make a card for a friend or teacher, create something showing what they did over the weekend, use markers to create their own "All About Me" poster, etc. Observe how child approaches the experience, what is drawn or written and the communication about intent or the product. Provide prompts and reminders and refer children to models as necessary. Note the supports provided.	<b>PLANNED EXPERIENCE</b>
		What kinds of things does your child draw or write when he/she uses crayons or markers? Does your child draw pictures? Does your child make marks that look like words? Can you tell the difference between your child's drawings and when he/she tries to write? What does your child say when you ask about what he/she made? Describe something your child wrote or drew recently.	What kinds of things does your child draw or write when he/she uses crayons, markers, pens or pencils? Does your child draw any letters or numbers that you recognize? Does your child write his/her name? What does your child say when you ask about what he/she has drawn? Describe something your child wrote or drew recently.	<b>FAMILY INPUT</b>

## Drawing & Writing

\* The use of pictures, letters and symbols to represent something else is addressed in the Symbolic Representation Observation Progression. The physical component of writing is addressed in the Fine Motor observation progression.



# DOMAIN: Creative Arts • OBSERVATION PROGRESSION: Appreciation and Engagements in the Arts

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	Creative Arts involves both appreciating works created by others and the creation of art. Because children from birth to age five are just beginning to represent objects, ideas, experiences and people in symbolic and/or creative ways, development within specific art disciplines is highly related to other areas of development. Therefore, this observation progression addresses appreciation of artwork created by others and beginning expression through a variety of art forms. The skills included in the observation progressions for fine and gross motor provide a foundation for further development in visual art and dance. The skills included in the observation progressions for symbolic representation provide a foundation for further development in drama. Skills across multiple domains may provide a foundation for further development in the area of music. Children from birth to age five may respond differently to various art forms and should have rich and varied opportunities to appreciate and engage in all types of art.				
<b>EXAMPLES</b>	<p><b>Shows awareness of sights and sounds in immediate environment</b></p> <p>Note that this Age Band is identical to Literacy</p> <p>Responds to vocalizations with attention, cooing or smiling</p> <p>Orients toward voices or communicative gestures</p> <p>Visually regards different colors, lighting and movement</p>	<p><b>Shows attention to sights and sounds</b></p> <p>Visually explores photos or illustrations depicting patterns and human faces</p> <p>Shows visual attention to patterns and faces for brief periods of time (approximately 20-30 seconds)</p> <p>Attends to new or unusual sounds and/or responds to music by becoming calm or showing excitement</p>	<p><b>Responds to different sensory experiences in a variety of ways.</b></p> <p>Is soothed or excited by different tempos of music</p> <p>Notices differences in environment and shows surprise or interest</p> <p>Shows preference for certain textures with repeated touching (e.g., rubbing tags on blanket)</p>	<p><b>Shows interest in and response to sensory experiences</b></p> <p>Is soothed or comforted by familiar music or lullabies</p> <p>Shakes or strikes rattles and musical toys to create sounds</p> <p>Explores textures</p> <p>Gazes at visual stimuli such as patterns, pictures, movement</p>	<p><b>Actively responds to or engages in sensory experiences</b></p> <p>Responds to music by joining in, moving to rhythm</p> <p>Notices objects in the environment with different colors, shape, size</p> <p>Responds when own action results in visual product such as showing others marks made with a marker or crayon</p> <p>Reacts when own actions result in noise, such as jumping to the rhythm of own banging on a drum</p>
<b>NATURALISTIC OBSERVATION</b>	Observe child while primary caregiver is interacting with child. Note child's gaze and response to caregiver and/or other sights and sounds.	Observe child in calm environments with a variety of sensory input over time. Watch for responses to sounds, sights and textures.	Observe child during active and alert state when a few different sensory experiences are likely. Note child's responses including facial expressions, vocalizations and movement.	Observe child as they are exposed to various types of sensory experiences. Note child's responses to visual, auditory and tactile stimuli. Note preferences, reactions or attempts to influence stimuli (e.g., signing "more" to get caregiver to repeat a song)	Observe child listening to different types of music (e.g., classical, lullabies, folk, jazz). Look for varied reactions, noticing of familiar music and/or movement to songs. Observe child's reactions to visual stimuli that includes variations in color, line, texture, etc.
<b>PLANNED EXPERIENCES</b>	Plan for primary caregiver to interact with child, vocalizing and introducing visually interesting objects (e.g., brightly colored or high contrast items). Note child's response, including orientation and attention.	Include patterns and photos of faces in floor mats and over changing table. Observe child's reactions during tummy time and changing time. Present photos or illustrations of patterns or human faces. Note the length of time the child visually explores the images.	Provide a variety of sensory experiences including music of different tempos/styles, photos of faces, visual patterns, etc. Make sure to allow child time to view each and watch for over stimulation. Note changes in attention, mood, activity level when stimuli are introduced or changed.	Play music during nap time. Observe child's responses. Place rattles and musical toys in crib or near the child on the floor. Observe the child's interaction with the toys. Present photos or illustrations of patterns or human faces. Note the length of time the child visually explores the images.	Play different genres of music during quiet times; observe the child's responses. Model shaking rattles and musical toys; present toys to child to see if he/she will imitate.
<b>FAMILY INPUT</b>	How does your child respond when you "talk" to him/her? Does he/she look at you and seem to listen? What does he/she do when something interesting or different comes into his/her view (e.g., lights, movement)? Does he/she turn toward interesting things?	What things catch your child's attention? Does he/she look at (or listen to) some things longer than others?	How does your child respond when he/she hears or sees something new or interesting? Do you notice different responses with different types of experiences? Describe a time your child was especially excited or interested in something he/she saw or heard.	Do you sing songs to your child? What about singing quiet songs (lullabies) at nap and bedtime? How does your child respond? Is there a particular song that is most effective at soothing him/her? What kinds of things does your child like to touch or look at? Describe how your child shows interest in things around him/her.	What does your child do when you play music or sing songs? Does he/she notice pictures that have bright colors, bold lines or that include one of his/her favorite objects? Does your child use art materials (e.g., crayons, paint brush, playdough, musical instruments) at home? If so, what does your child do with these materials?

# DOMAIN: Creative Arts • OBSERVATION PROGRESSION: Appreciation and Engagements in the Arts

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<p>Creative Arts involves both appreciating works created by others and the creation of art. Because children from birth to age five are just beginning to represent objects, ideas, experiences and people in symbolic and/or creative ways, development within specific art disciplines is highly related to other areas of development. Therefore, this observation progression addresses appreciation of artwork created by others and beginning expression through a variety of art forms. The skills included in the observation progressions for fine and gross motor provide a foundation for further development in visual art and dance. The skills included in the observation progressions for symbolic representation provide a foundation for further development in drama. Skills across multiple domains may provide a foundation for further development in the area of music. Children from birth to age five may respond differently to various art forms and should have rich and varied opportunities to appreciate and engage in all types of art.</p>				
<p><b>Explores creating and notices the results of creative actions by others</b></p> <p>Engages in drawing, painting, molding clay and/or dancing Watches others dancing or painting Uses voice, gestures, or instruments to join in with familiar music Notices visual artwork Responds to music with dancing or by watching those creating music</p>	<p><b>Creates with more control and responds to art</b></p> <p>Uses a variety of materials to create visual arts, showing some control and purpose in manipulating materials (e.g., may describe intent or result) Moves to music, altering tempo, energy and movement or repeats parts of a familiar simple song Comments on or notices own creations or those of others Acts out simple actions in imitation of adults or animals</p>	<p><b>Purposefully creates artwork and communicates about art</b></p> <p>Draws with dark colors or bold lines to show intensity or anger Dances with stomping feet to intense music; sways to slow, calm music; moves lightly to bright, lilting music Communicates about their own creation or others' artwork (e.g., labels it or talks about colors or movement) Acts out a simple role during song, dance or pretend play</p>	<p><b>Responds to works of art and uses the arts to represent familiar experiences, people or objects</b></p> <p>Displays varying responses to different works of art (dances to different music with different styles of dance, responds to paintings with emotions related to visual image, or communicates about artwork) Makes music by humming, singing, using musical instruments Draws, paints or make sculptures and explains purpose or labels their artwork Takes on a role in pretend play and stays in character over time or returns to character</p>	<p><b>DESCRIPTION</b></p>
<p>Observe child when there is an opportunity to use materials to create visual displays (e.g., painting, using clay or blocks) or make sounds. Note child's use of materials and response to results of own actions. Observe child respond to visual works, dances or sounds created by others.</p>	<p>Observe child when there is access to materials that might be used for creating or when exposed to music, art, dance or drama by others. Note child's use of materials and any intent or purpose to creation. Note child's communication about others' artwork or music.</p>	<p>Observe child when there is an opportunity to create artwork, music or engage in pretend play. Note whether child takes on a particular role during song, dance or drama. Note communications about intent of actions or creations (e.g., "I drew....." or "I am a.....").</p>	<p>Observe child's response when exposed to works of art created by other children or adults (e.g., walking by a mural, viewing another's child's picture of playdough sculpture, hearing music playing on the radio or in the community) or to children or adults engaged in creating artwork (e.g., asks, "What's that?" when seeing someone making a picture). Observe how child moves to different tempos or responds to the mood of a song. Observe whether child builds, uses art materials or creates things, makes music, or acts like an animal, object or person.</p>	<p><b>EXAMPLES</b></p>
<p>Present a variety of art materials and techniques, including painting with a paint brush, finger painting, scribbling, gluing and taping or using age appropriate art software. Watch for child reactions to changes in music by providing extended segments of familiar music using voice, physical gestures and/or instruments. Model own response if child does not react independently.</p>	<p>Provide multiple learning experiences related to the creative arts, such as asking child to describe creations or a piece of music. Suggest that child varies physical movements in response to different types of music (e.g., walk, bounce, slide, rock, sway in response to qualities of rhythm), observe child as they use visual arts materials and communicates about attempt. Model more complex language or ask questions to extend responses.</p>	<p>Provide multiple learning experiences related to the creative arts, such as asking child to describe their own creations or a piece of music to peers or adults, providing child with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves) and/or suggesting or modeling physical movements in response to different types of music (e.g., walk, bounce, slide, rock, sway in response to qualities of rhythm). Note child's intent and communication about their own and others artwork as he/she engages in learning experiences.</p>		<p><b>NATURALISTIC OBSERVATIONS</b></p>
<p>Describe how your child responds to music. Does your child use art materials at home? If so, what does he/she do with these materials? Does he/she make music by singing or playing an instrument? Does your child notice paintings, sculptures or someone dancing? What kinds of things does he/she say or do?</p>	<p>What kinds of art does your child make at home? Does he/she seem to have an idea of what he/she wants to create? Does he/she enjoy listening to music? Does your child sing along or dance to music? What does your child do when he/she sees art in the community (paintings, sculpture drama or dance)?</p>	<p>What kinds of art does your child make at home? How does he/she respond to different kinds of music? What does your child say about the things he/she creates? Does he/she seem to be making things to share an idea or feeling? What kinds of things do they say or do when they see artwork?</p>	<p>Does your child pretend or act out roles at home? What does your child do when he/she hears music? Does he/she act based on the kind of music he/she hears? Does your child create artwork or like to make music? What does your child do when he/she sees artwork created by others?</p>	<p><b>PLANNED EXPERIENCE</b></p>
				<p><b>FAMILY INPUT</b></p>

Aligned  
CT ELDS  
Learning  
Progressions

Appreciation  
of the Arts

Dance

Music

Visual Arts

Drama



# DOMAIN: Mathematics • OBSERVATION PROGRESSION: Counting and Cardinality

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months	
DESCRIPTION						<b>Uses number-related vocabulary and behaviors</b>
EXAMPLES						Says or signs a few number names Puts one or many things into compartments Picks up one item at a time from a group
NATURALISTIC OBSERVATION						Observe child as they use materials that involve many of the same small or medium sized objects (e.g., crackers or raisins at snack time, socks during laundry). Observe opportunities for one-to-one correspondence (e.g., putting things in containers, passing out items to others). Note whether child uses counting words (correctly or incorrectly) during songs or play.
PLANNED EXPERIENCES						During meal or play time, ask child to place items in separate containers/spaces (e.g., place one cracker on each napkin or put each toy animal in a different “bed”). Model putting one in each space and counting. Observe how child interacts with the materials.
FAMILY INPUT						Does your child ever use number words? Does he/she talk about wanting “one” or talk about how old he/she is? Please share an example of your child using number words.

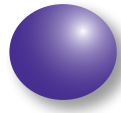
# DOMAIN: Mathematics • OBSERVATION PROGRESSION: Counting and Cardinality

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<p><b>Demonstrates a beginning sense of numbers</b></p>	<p><b>Demonstrates emerging counting skills</b></p>	<p><b>Counts 5 objects accurately, using one-to-one correspondence and knows number sequence to 10.</b></p>	<p><b>Counts 5 to 10 objects in various arrangements and knows number sequence up to 20</b></p>	<p><b>DESCRIPTION</b></p>
<p>Says or signs a few number names Uses “one” or “two” correctly (e.g., can give “one” object or may start counting with “one”) Matches multiple objects with one-to-one correspondence (e.g., puts one item in each compartment)</p>	<p>Says or signs number names Uses a few numbers names correctly Counts 1-3 objects accurately Puts objects in one-to-one correspondence (e.g., puts one item in each compartment or gives each child in a group one item)</p>	<p>Counts up to 5 objects with accuracy Uses one-to-one correspondence, although may lose track after five items Counts the number sequence up to at least 10, but may mix up order after 5</p>	<p>Counts 5 or more objects in a scattered arrangements and 10 objects in a regular arrangement (a straight line or two lines of 5) Says or signs the number sequence up to at least 20 Uses one-to-one correspondence to count accurately Answer the “how many” questions with one number (cardinality)</p>	<p><b>EXAMPLES</b></p>
<p>Observe child as they use groups of objects or food items. Observe opportunities for one-to-one correspondence (e.g., putting things in containers, passing out items to others). Note whether child uses counting words (correctly or incorrectly) during songs, play or when counting items is relevant (e.g., giving someone items).</p>	<p>During daily routines, observe child in situations when there are likely to be opportunities to count in meaningful ways (e.g., counting out snack items or the number of items needed for a project). Note how high child counts and accuracy of one-to-one correspondence. Observe how child responds when others use number names or count.</p>	<p>During daily routines, observe child in situations when there are opportunities to count in meaningful ways (e.g., counting out snack items or the number of items needed for a project) or to identify how many without counting (e.g., looking at a group of 1,2, or 3 items and naming how many). Note how high child counts and accuracy of one-to-one correspondence.</p>	<p>Observe how child uses numbers and response when counting items that are in various configurations (e.g., counting cars that are lined up versus counting a plate with crackers spread haphazardly). Observe when a child might encounter a small group (1 to 5 items) and observe if they identify how many without counting</p>	<p><b>NATURALISTIC OBSERVATIONS</b></p>
<p>During snack or art activity ask child to give you “one” of some material. If able to do this, ask child to put one of each item on plates or trays for activity. As you model counting with words, motions or songs, observe a child as they count with you or begin to count independently.</p>	<p>Set up a play scenario that involves one-to-one matching (e.g., putting a toy car in each space in a “parking lot” drawn on a paper or giving a piece of pretend fruit to each stuffed animal). Ask child to count the objects after they pass them out. Provide prompts and models as needed and note support offered and child’s response.</p>	<p>Play a game that involves use of cards showing 1, 2, or 3 objects and also involves rolling dice to tell how many spaces to move. Note child’s recognition of quantity and observe whether child counts and move tokens with accuracy. Note how high child counts, one-to-one correspondence and order of number names.</p>	<p>Set up a learning situation that involves counting items in different configurations (e.g., counting how many snack or art items each child has after providing them each with a small scoop or handful of items). Intentionally vary the configurations and number of items to determine how many items child can count in various configurations. Introduce games that use the pattern of dots found on dominos or dice. Ask a child “how many” pips or dots he/she sees using only one number (cardinality).</p>	<p><b>PLANNED EXPERIENCE</b></p>
<p>Does your child use number words? Does he/she talk about wanting “one” or “two”? What does your child say or do when you ask “how many?” Does your child match objects one-on-one such as giving one cracker to each stuffed animal? Does your child hold up fingers to show how old he/she is?</p>	<p>Does your child count to find out how many things there are in a small group of items? How high does your child count before he/she starts to lose track of the objects they are counting? How high does your child count before he/she starts to mix up the order of the numbers? Does your child match things to be counted and say some numbers in order?</p>	<p>Does your child count to find out how many items are in a group? How high can your child count and still keep track of which items he/she has counted? How high can your child go when just naming the number names (counting without keeping track of items)?</p>	<p>Is your child able to count 10 objects? Is he/she able to count that many items if they are not in a straight line? What does your child say or do when you ask “how many?” Does he/she answer with just one number? How many items is he/she able to count before he/she is no longer matching one number name to one object?</p>	<p><b>FAMILY INPUT</b></p>

Aligned  
CT ELDS  
Learning  
Progressions

Number  
Names

Cardinality



# DOMAIN: Mathematics • OBSERVATION PROGRESSION: Number Operations

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
DESCRIPTION					
EXAMPLES					
NATURALISTIC OBSERVATION					
PLANNED EXPERIENCES					
FAMILY INPUT					



# DOMAIN: Mathematics • OBSERVATION PROGRESSION: Number Operations

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Demonstrates a beginning sense of quantity</b>	<b>Demonstrates an understanding of small quantities</b>	<b>Demonstrates beginning understanding of number operations</b>	<b>Demonstrates a sense of number operations</b>	<b>DESCRIPTION</b>
Recognizes and names groups of one or two items Demonstrates an awareness of which of two very different-sized collections has “more” May request “more” of an item or ask for “one”	Recognizes and names a collection of three items Compares small collections comprised of 1 to 4 items, indicating which has “more” Selects the larger set of desired items (e.g., takes plate with 4 grapes instead of 2)	Compares small sets of items (1 to 5 objects) visually or using matching or counting strategies Demonstrates understanding that adding or taking away one or two items will result in more or fewer items Recognizes and states or signs the number of objects in small groups (1, 2, or 3) without counting Decomposes 4 and then 5 into two parts, (e.g., 5 can be a 2 and a 3, or a 1 and a 4)	Recognizes and states or signs the number of objects in small groups (1, 2, 3, 4, or 5) without counting Compares sets of up to 10 items, using a matching or counting strategy to compare large sets or reach a solution Uses addition and subtraction (combining and taking away) strategies to solve simple real-world problems (up to 5) Decomposes quantities 4 to 7 into two parts (e.g., 6 can be a 1 and a 5)	<b>EXAMPLES</b>
Observe child during daily routines that involve small numbers of desired items (e.g., snack time where child might have 1-2 crackers, favored pair of socks or shoes during dressing, set of 2 toys). Note child’s requests for items, asking for more, and use of number names or words representing a quantity (e.g., “more”).	Observe child during daily routines that involve small numbers of desired items (e.g., snack time where child might have 2-4 pieces of fruit, four stacking cups or toy animals, multiple soft wash clothes). Note child’s requests for items, consideration of groups of items, and use of number names or words representing a quantity (e.g., “more”).	Observe child during daily routines that involve small groups of desirable items (e.g., snack time, sorting laundry, playing with blocks, toy animals or cars). Note child’s attention to groups and quantity. (Note that observation of specific examples may require some adult prompting and modeling, which may occur spontaneously or may be embedded within daily routines)	Observe child as they explore and manipulate objects that typically come in multiples (e.g., snack items, small or medium-sized toys that are played with in multiples such as cars or blocks). Observe child’s response when he/she gets additional things or loses things. Note use of number names, combining or changing of sets, etc. (Note that observation of specific examples may require some adult prompting and modeling, which may occur spontaneously or may be embedded within daily routines)	<b>NATURALISTIC OBSERVATIONS</b>
During planned experiences or daily routines, intentionally plan to distribute items in small numbers and compare sets (e.g., hand out 1-2 snack items at a time, compare how many adult and child have of same item). If child does not use number names or quantity words, model use of words and observe for child’s imitation and repetition of words used.	During a group activity (e.g., snack, art or play activity with other children or family members), intentionally plan to distribute items in small numbers and compare how many each person has (e.g., hand out 1-4 crayons to those participating in an art activity and compare sets to make sure each person has the same number). After reading a story about real-life adding and subtracting, use words (and numbers, if appropriate) to talk about the operations of comparing, adding, or taking away.	Provide opportunities to compare small sets of items and add or take away items (e.g., distributing items for snack or art activities that involve multiple people getting the same number of items after starting with random amounts). Create a game where individuals in a group each have a small number of items and need to add or take away items on each turn when they roll the die or move to a new space. Prompt appropriate strategies as needed and note support provided. Create an activity that asks a child to place five or fewer objects in one container and the rest in another place or container. Ask how many objects there are all together and the number in each place.	Intentionally plan a learning experience that involves manipulating multiple items in sets (e.g., snack, art activities). Ask open-ended questions that encourage child to use math-related words to describe something. For example, ask, “How can we find out [how many children are here today, how much snack we need, etc.]?”, “Tell me how you joined your piles of objects to make a bigger pile”, “I wonder what would happen if you ate some of those crackers?” Create a game that asks a child to break apart a number less than or equal to 10 and tell how many are in each part.	<b>PLANNED EXPERIENCE</b>
Does your child talk about numbers? Can you share examples of your child naming numbers or talking about “more” of something? Does your child notice if one group of items has more than another (e.g., when someone gets more of something than they do)? If your child sees one or two things, can he/she tell you how many there are?	Does your child compare how many things are in small groups of items? For example, does he/she notice if someone gets 3 pieces of something but he/she only got 1? Describe a time when you heard your child using numbers when talking.	Does your child tell you how many there are when you add or take away one or two items from a small group? Does your child know that when you take one away you have fewer items? Does he/she understand that when you add one you have more? What did your child do when you added one or took away one? Share an example of your child adding to or taking away a 1-2 items from a group?	Can your child put small groups of items together and then tell how many there are in the whole group (e.g., tell how many apples you will buy if you pick two and he/she picks three)? Can you share a time that your child told you about a change in the number of items in a group?	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Comparison

Number  
Operations

Recognition  
of Quantity



# DOMAIN: Mathematics • OBSERVATION PROGRESSION: Measurement

AGE BANDS	0 – 3 months	0 – 6 months	6 – 9 months	6 – 12 months	12 – 18 months
DESCRIPTION					
EXAMPLES					
NATURALISTIC OBSERVATION					
PLANNED EXPERIENCES					
FAMILY INPUT					

# DOMAIN: Mathematics • OBSERVATION PROGRESSION: Measurement

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Uses some vocabulary to describe size or quantity (e.g., big, more)</b>	<b>Describes objects by size using words for different measurement attributes (e.g., length or height, weight, volume or capacity, and area)</b>	<b>Directly compares two objects by size using words for different measurement attributes (e.g., taller, shorter, heavier, lighter, holds more, holds less, and/or covers more, covers less.)</b>	<b>Compares and describes in more precise language two or more objects based upon use of strategies to determine measurable attributes (e.g., direct comparison, use of standard or non-standard measures, or exploration).</b>	<b>DESCRIPTION</b>
<p>Uses vocabulary to describe people or objects (e.g., describes object as “big” or “little”, talks about getting “big”, says tree is “tall”)</p> <p>Asks for “more” of something</p> <p>Says “too much” when water spills after filling a container too full or a container is over filled with blocks that fall out</p> <p>Describes a large toy as “too big” when trying to drag it.</p>	<p>Compares size of familiar people, saying an adult is “big” and child is “little” (or “tall” and “short”)</p> <p>Describes who has “more” of something</p> <p>Talks about cup being “full” or “empty” or asks for more when cup is only partially filled.</p>	<p>Lines up three objects from smallest to largest</p> <p>Compares size of two apples to pick the bigger one</p> <p>Feels the weight of objects to choose the lighter or heavier item</p> <p>Selects a container that “holds more” than another container at the water table</p>	<p>Compares items by height, weight, volume/capacity or area</p> <p>Represents length data with strips of paper to show height of people or distance that was traveled by a toy car going down a ramp</p> <p>Interprets bar graphs by looking at their height or length not the number.</p>	<b>EXAMPLES</b>
Observe child explore objects of various sizes and weights (e.g., cans of food, blocks, toys). Note informal communication about measurable attributes, including size, weight and quantity.	Observe child explore objects of various sizes and weights (e.g., cans of food, blocks, toys, rocks, sticks) or observe during sensory experiences that allow child to manipulate volume, capacity, etc. Note communication about measurable attributes, including size, weight and quantity. Watch for direct comparisons or attempts to change quantity, volume or weight (e.g., pours some water out of cup before carrying it or to match how much is in another cup).	Observe child explore objects that can be easily compared by a measurable attribute (height, weight, capacity, size). Note vocabulary used to communicate how objects compare on measurable attributes.	Observe child explore multiple objects that can be compared by a measurable attribute (height, weight, capacity, size). Note child’s use of vocabulary related to comparisons.	<b>NATURALISTIC OBSERVATIONS</b>
Plan experiences related to quantity or size, such as distributing snack items, building block structures or using items that are very different in size. During daily routines and learning experiences, ask questions about measurement (e.g., when adding two different containers to the water table say, “Which cup do you think will hold the most water?” or when passing out small and large art paper, “Which paper looks the biggest?”). Use measuring equipment (e.g., yardsticks, rulers, scales, labeled cups) and self-talk about what you are measuring. Observe students’ independent use of words or actions that mimic your use and/or children’s response to open-ended questions.	Plan sensory experiences, such as sand play, to involve measuring. Provide damp sand that can be packed and measured for properties such as volume (e.g., “Which cup has more?”) or height (e.g., “Which sand castle is taller?”). Adding sticks or other items that can be measured or compared offers additional opportunities for describing size and measurements. Model ways of describing and comparing during play if child does not spontaneously use measurement related vocabulary.	Plan experiences that involve comparing items that differ along a common measurable attribute (e.g., size, weight). Place all types of measuring equipment (standard) along with objects for comparisons. Allow children to explore equipment, use it yourself, and self-talk about process of measuring. Ask questions (e.g., “Which gerbil is heavier? How can you tell?”; “Whose paper airplane traveled the farthest? How do you know?”). During transitions, ask children to walk with long steps, high steps, heavy steps, or short steps.	Plan learning experiences that involve comparing measurable items (e.g., height, weight, length). Count the number of objects used to measure length (e.g., how many unifix cubes would you need to measure how long the pencil is?). Use adding machine tape or string to measure distance and then compare the lengths of the tape or string. Measure something of interest (e.g., height or size or classroom items) and document the comparisons (e.g., charting heights of family members). Note the vocabulary used to communicate about measurements and comparisons.	<b>PLANNED EXPERIENCE</b>
Can you share some examples of your child using words to talk about the size of things? Does your child talk about things being “big” or “little”? Does he/she ask for “more”? Do you ever observe your child pretending to use any measuring process? Does your child use or pretend to use measuring equipment such as measuring cups or spoons?	Does your child use words to compare the size of objects such as saying one thing is “big” and something else is “little”? Can you share some examples of your child using words about measurement, such as describing something as “tall” or “long”? Do you ever observe your child copying any measuring process? Does your child use or pretend to use measuring equipment such as measuring cups or spoons?	Does your child compare the size of objects (e.g., using words such as longer, shorter, bigger, smaller, heavier, lighter, the same)? Do you ever see or hear your child trying to measure something or compare sizes? Does your child ever use measuring equipment such as measuring cups or spoons at home? Describe what he/she does with these tools.	What kinds of words does your child use when comparing the size of two objects? Does he/she use words other than “big” or “little” to describe differences (e.g., wide, long, fat, heavier)? Does your child ever try to measure the size of something or compare two things to see which is bigger?	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Measurement



# DOMAIN: Mathematics • OBSERVATION PROGRESSION: Geometry

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
DESCRIPTION	<b>Explores a variety of shapes</b>				
EXAMPLES	<p>Plays with blocks and other 3D shapes, touching edges and planes</p> <p>Reaches for and grasps objects of varying size, shape and distance</p> <p>Explores how objects of different shapes rest, balance and move (e.g., how spherical shapes roll, shapes with points cannot balance on the point)</p>				
NATURALISTIC OBSERVATION	<p>Observe child when there is an opportunity to explore various shapes that vary by material, position and size. Observe how child reaches for objects and manipulates them. Note any notice child takes of differences between shapes (e.g., how the shapes move or balance, edges, points).</p>				
PLANNED EXPERIENCES	<p>Model matching shapes or blocks that are the same, communicating about the way in which objects are the same. Ask child to find a shape or block that is the same as another (e.g., “Can you find the other circle?” while circling the outside of the shape with finger). Observe how child reaches for and moves objects (e.g., reaching for distant object, rolling round items, stacking blocks, etc.)</p>				
FAMILY INPUT	<p>Describe how your child plays with things that are different shapes and sizes. Does he/she explore the feel of the shape, the weight or the size of things? What kinds of things have you noticed your child matching or saying are the same in some way? What does your child do if he/she has several things that are square? What does he/she do if he/she has a round item, such as a ball?</p>				

# DOMAIN: Mathematics • OBSERVATION PROGRESSION: Geometry

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Matches simple shapes with same size and orientation</b>	<b>Matches familiar shapes with varying size and orientation</b>	<b>Demonstrates awareness of attributes of simple shapes</b>	<b>Demonstrates basic understanding of attributes of geometric figures</b>	<b>DESCRIPTION</b>
Matches familiar shapes Places shapes in simple inset puzzle Places items in a shape sorter Lines up blocks of a similar shape in a row	Matches shapes with different sizes and/or orientations Begins to understand and use words to describe position such as <i>in, out, on, off, under, up</i> and <i>down</i> Matches items that share same basic shape but differ based on other attributes (e.g., notes that two different sized plates are both circles) Sorts items by shape	Sorts two-dimensional shapes that vary in size and/or orientation Uses words to describe position (e.g., beside, next to, between, above, below, over, and under) Constructs and builds simple shapes out of lines or using two shapes to create a new shape Identifies basic two-dimensional shapes (e.g., circle, square, and triangle) and/or discusses key features (e.g., circles are round, triangles have three points)	Describes basic attributes of geometric figures (e.g., number of sides, number of corners for two-dimensional shapes, shape of flat faces and number of edges and points for 3D shapes) Describes position of objects relative to landmarks Identifies most basic two- and three-dimensional shapes based upon these attributes (e.g., “sphere” and/or “looks like a ball”, “rectangular prism” and/or “looks like a box”, “cylinder” or “looks like a can”)	<b>EXAMPLES</b>
Observe child when there is an opportunity to explore shapes that vary by material, position and size. Observe how child manipulates and orients shapes. Note any communication about individual items or groups of items.	Observe child when there is an opportunity to manipulate and talk about objects that vary by size, shape, etc. Observe child build with items such as blocks or boxes of all sizes and their stacking, sliding, or rolling. Observe how child compares or groups items and/or whether he/she spontaneously identifies a shape in the environment.	Observe child when there is an opportunity to manipulate and talk about objects that vary by size, shape, etc. Observe child build with items such as blocks or boxes of all sizes and their stacking, sliding, or rolling. Observe how child compares or groups items and/or whether he/she spontaneously identifies shapes in the environment. Observe communication about the position of objects in space. Note communication about individual items and groups of items.	Observe child when there is an opportunity to manipulate and talk about objects that vary by size, shape, etc. Observe how child considers or communicates about attributes of geometric figures. Note whether child compares or groups items and/or whether he/she describes the position of objects relative to other objects. Note communication about individual items and groups of items.	<b>NATURALISTIC OBSERVATIONS</b>
Incorporate matching shapes into daily routine (e.g., use shapes when transitioning to lunch time or as a part of attendance/sign-in procedure) or have child help sort items for classroom activities or daily routines (e.g., sorting shapes to prepare for art activity or organizing blocks or containers of different shapes). Encourage child to build something out of blocks (e.g., a road or tower). Observe what blocks child selects and how they are used. Observe what child does independently and what is done with support.	Encourage child to build something out of blocks (e.g., a road or tower). Observe what blocks child selects and how they are used. Provide a model or map to follow and observe if child matches shapes to model. Provide materials that involve sorting by shape related to a daily routine or topic of study (e.g., train tickets of different shapes for study of transportation, sorting round and square plates). Observe and ask questions about child’s choices, shapes names and attributes. If child does not sort independently, prompt verbally or model sorting strategies.	Provide materials to build shapes (e.g., lines, shapes that can be combined) for a geometric art project. Observe how child discusses shapes, parts of shapes and combining of shapes to make other shapes. Prompt with questions if there is no communication about thinking.	Provide materials to build shapes (e.g., lines, shapes that can be combined) for a geometric art project or use three-dimensional shapes to build a sculpture. Observe how child discusses shapes, parts of shapes and how they combine to make other shapes. Prompt with questions if there is no communication about thinking.	<b>PLANNED EXPERIENCE</b>
What does your child do if he/she has several things that are the same shape? Does he/she notice when two things are the same shape? Does your child do different things with square and round items (e.g., stacks blocks but rolls balls)?	Have you noticed your child matching or sorting shapes that are the same? Does your child know or use words to say where objects are such as <i>in, out, on, off, under, up</i> or <i>down</i> ?	Does your child name simple shapes? Which shapes does your child name? Does your child put objects that are the same into groups (sort)? If you asked your child to sort a group of objects by color, size, or shape, what would he/she do?	Is your child able to name simple shapes? Which shapes can your child name? Can your child name any solid, or three-dimensional, shapes (e.g., sphere, rectangular prism)? Does your child put objects that are the same into a group? If you asked your child to sort a group of objects by color, size, or shape, what would he/she do?	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Spatial  
Relationships

Identification  
of Shapes

Composition  
of Shapes



# DOMAIN: Science • OBSERVATION PROGRESSION: Science Practices

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
DESCRIPTION					
EXAMPLES					
NATURALISTIC OBSERVATION					
PLANNED EXPERIENCES					
FAMILY INPUT					

# DOMAIN: Science • OBSERVATION PROGRESSION: Science Practices

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
<b>Actively explores with a variety of senses</b>	<b>Shows interest in learning about what they have observed</b>	<b>Seeks answers and discusses evidence related to their own questions and observations</b>	<b>Engages in simple investigations and communicates results</b>	<b>DESCRIPTION</b>
<p>When sees something interesting, gets closer to get a better look</p> <p>Shakes something and puts it to ear to hear sound</p> <p>Sees something that looks soft and rubs against cheek to feel</p> <p>Sees something bumpy and uses finger to feel roughness</p>	<p>Asks questions about living and non-living things they have observed</p> <p>Wonders and comments about things they observe happening</p> <p>Communicates about the results of own actions</p> <p>Communicates about reasons for decisions (e.g., when asked which ball is wanted, says, “I want the big one” or “I want the bouncy one”)</p>	<p>Asks questions about the relationship between two things or why something happens</p> <p>Intentionally varies actions and observes results (e.g., changes slant of ramp and observes how far a ball travels)</p> <p>Communicates about relationships between actions and events (e.g., asking questions, commenting on observations)</p> <p>Identifies a problem or a question and considers ways to address it</p>	<p>Creates a design to solve a problem (e.g., creates something to prop up a leaning block tower, creates a tool to reach something in a hard to reach place)</p> <p>Seeks answers to questions and helps plan ways to investigate</p> <p>Gathers information about observed characteristics, events or interactions</p> <p>Communicates about evidence that is discovered</p>	<b>EXAMPLES</b>
Observe child explore the environment, noting interactions with people and with objects that vary by texture, size, shape or material. Note use of various senses during exploration.	Observe child explore the environment, noting if child varies actions and observes results, notices various aspects of objects or people, or communicates about what is observed.	Observe child in an environment that encourages exploration and investigation and has new and varied things to examine. Observe how child interacts with objects, including noting how child varies actions to achieve a goal or investigate something. Note responses to the result of actions, questions asked and solutions that might be sought.	Observe child in an environment that encourages exploration and investigation and has new and varied things to examine. Observe how child interacts with objects, including noting questions the child asks or how child responds to others’ questions or wondering. Note whether child considers ways to solve problems or seek answers. Note child’s communication about discoveries or new information learned.	<b>NATURALISTIC OBSERVATIONS</b>
Children exhibit curiosity and interest in the world around them. Drawing upon this interest and focusing their attention on important questions about the world around us helps children to begin to engage in scientific practices. A few simple examples are provided in the planned experiences below. Early care and education providers should be aware that it is important that young children are learning some basic scientific concepts while they are engaging in the scientific practices included in this observation progression. While CT DOTS does not include a progression for observing children’s understanding of the scientific concepts included in the CT ELDS, it is important that young children are examining questions about living things; energy, force and motion; matter and its properties; and the features of earth while they are using scientific practices.				
Provide child with new materials to explore. Intentionally select items to observe that use of a variety of senses (e.g., something that makes noise and something that is soft). Observe whether child uses objects in different ways and waits to see what happens. Model different ways of using an object and observe whether child imitates or tries others actions (e.g., when playing with a ball, change from rolling to bouncing and observe child’s response).	Plan an opportunity for child or a group of children to explore something of interest in depth. Note how child expresses interest initially and how questions change as they learn more. Provide tools appropriate to explore the topic and ask child what they are wondering. For example, if a child shows interest in a worm found on the sidewalk, offer an opportunity to touch worms and watch them. Make a worm habitat that will keep the worms safe and talk about what is needed to keep the worm alive. Note questions child asks and, if necessary, model questions about what worms eat, where they live.	Plan opportunities for investigation and inquiry that involve children as active participants and promote exploration related to a variety of questions. For example, provide children with a variety of containers, tubes, slides, or other materials to play with in water. Explore how water flows and fills containers or examine how different materials act or respond when wet (e.g. plastic, wood, cardboard, cloth). Ask questions about what is happening and encourage children to ask questions. Use questions such as, “What do you think will happen, if...?” or “Can you try a different way of doing.....?” Ask children about their choices and the results. .	Plan an investigation related to a topic of interest. Engage child in forming questions, planning steps to investigate the question and communicating about the results. For example, investigate the best combination of dirt and water for making mud pies or which angle of ramp results in the furthest “run” by toy cars. Note child’s participation and active engagement in the process. Based on child’s interests, plan longer periods of investigation and investigate new related questions.	<b>PLANNED EXPERIENCE</b>
What does your child do when he/she sees, hears or touches something new? What does your child do when he/she is in a new place? Does your child use their [eyes, ears, touch] to explore?	What kinds of things is your child interested in learning about? How does he/she show interest in something? What kinds of questions does he/she ask? Does he/she ever change what he/she is doing to see what happens?	When exploring something new, does your child try different actions to see what will happen? Does your child do different things to see what adults will do? Does he/she communicate with you about what happened? Describe a recent time that your child explored something new.	Does your child try to solve simple problems or try to figure out how things work? Does he/she try different things to see what happens? What does he/she do to find out how something works or to learn more about something he/she is interested in?	<b>FAMILY INPUT</b>

Aligned  
CT ELDS  
Learning  
Progressions

Questioning  
and Defining  
Problems

Investigating

Using  
Evidence

Design Cycle



# DOMAIN: Social Studies • OBSERVATION PROGRESSION: Social Studies

AGE BANDS	0 – 3 months	3 – 6 months	6 – 9 months	9 – 12 months	12 – 18 months
DESCRIPTION					
EXAMPLES					
NATURALISTIC OBSERVATION					
PLANNED EXPERIENCES					
FAMILY INPUT					



# DOMAIN: Social Studies • OBSERVATION PROGRESSION: Social Studies

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years	AGE BANDS
		<p><b>Demonstrates an understanding of self in relationship to the broader world</b></p> <p>Communicates about roles and responsibilities Communicates about family and culture Mentions current and past events. <i>Note that communication may involve discussions, pretend play, creative arts expression, etc.</i></p>	<p><b>Demonstrates an understanding that individuals and groups share similarities and have differences</b></p> <p>Communicates about characteristics of self and other Communicates about language, food customs, and other cultural differences Talks about family or group similarities or differences <i>Note that communication may involve discussions, pretend play, creative arts expression, etc.</i></p>	<p><b>DESCRIPTION</b></p>
				<p><b>EXAMPLES</b></p>
		<p>Observe child engage with others in pretend play and in communication about family and community. Observe references to themselves or others. Take note of discussions about the past.</p>	<p>Observe child as he/she engages and communicate with individuals or groups with similarities or differences. Note representations of other individuals, roles or groups in pretend play or in works of art.</p>	<p><b>NATURALISTIC OBSERVATIONS</b></p>
		<p>Provide activities that involve community and family roles. Display and talk about family pictures and/or family traditions. Plan experiences that involve considering similarities and differences between personal, family and cultural characteristics. Plan a learning experience that involves how child or family members have grown or changed over time. Encourage child to tell stories about themselves. Model and prompt as needed and note support provided.</p>	<p>Provide activities that involve similarities and differences across cultures and/or community and family roles. Display and talk about family pictures and/or family traditions. Plan experiences that involve considering similarities and differences between personal, family and cultural characteristics. Plan a learning experience that involves how child or family members have grown or changed over time. Encourage child to tell stories about themselves. Model and prompt as needed and note support provided.</p>	<p><b>PLANNED EXPERIENCE</b></p>
		<p>Does your child talk about being a part of a group such as your family, a class or a playgroup? What kinds of things does your child say about family members and their roles or jobs (e.g., mother, aunt, teacher, bus driver)? Does your child notice different roles or responsibilities of people in your community? When your child pretends does he/she take on any roles of family members or people in the community?</p>	<p>What kinds of things does your child say about other individuals or groups of people? Does he/she notice differences or things that are the same as other children? Does he/she notice differences in language, clothing or food? What kinds of roles does your child take on when pretending?</p>	<p><b>FAMILY INPUT</b></p>

Aligned  
CT ELDS  
Learning  
Progressions

Individual  
Development  
and  
Identity

Culture

Time,  
Continuity  
and Change

# Additional CT ELDS Learning Progressions to be addressed in Curriculum and Instructional Planning

Creative Arts	Math	Science	Social Studies
Music	Data	Unity and Diversity of Life	Power, Authority and Governance
Visual Arts		Living Things and Their Interactions with the Environment and Each Other	People, Places and Environments
Drama		Energy Force and Motion	Civic Ideals and Practices
Dance		Matter and its Properties	Individuals, Groups and Institutions
		Earth's Features and the Effects of Weather and Water	Science, Technology and Society
		Earth and Human Activity	

# CONNECTICUT

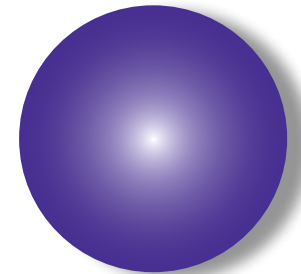


## Documentation and Observation for Teaching System

**The Connecticut Documentation & Observation for Teaching System (CT DOTS) was developed by the CT Office of Early Childhood (OEC) in collaboration with many partners. The OEC worked closely with the University of Connecticut Neag School of Education in the development of CT DOTS. The UConn Center for Excellence in Developmental Disabilities also provided support and expertise that contributed to this work.**

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