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New Mexico Early Learning Guidelines: Birth through Kindergarten

**Infant/Toddler Early Learning Guidelines
3- and 4-Year-Old Early Learning Guidelines
Kindergarten Early Learning Guidelines**

**A Collaborative Effort of the New Mexico State
Children, Youth and Families Department,
Department of Health &
Public Education Department**

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NEW MEXICO EARLY LEARNING GUIDELINES: BIRTH THROUGH KINDERGARTEN

INTRODUCTION

THE WONDERS OF DEVELOPMENT

From birth through the kindergarten year, young children are growing, developing and learning. They are gaining foundational skills that will serve them as they move into more focused academic studies in the primary grades. They learn within the context of relationships with family members, teachers and caregivers, feeling safe and secure and therefore, willing to try new things, take risks and gain new skills.

Their knowledge base is only limited by the world around them. If given opportunities, they explore with great curiosity and delight. They observe those around them to learn more about social interactions and cultural practices. They learn to communicate both verbally and nonverbally, sometimes in multiple languages. They gain control over strong emotions and regulate their behavior as they move through the preschool and kindergarten years.

They are becoming the students, workers and citizens that they will be!

WHAT ARE EARLY LEARNING GUIDELINES?

Early learning guidelines serve as a framework of the incredible process of children's growth, development and learning in the early years. They are designed to provide reasonable expectations for children at different ages so that early childhood professionals have criteria to refer to as they observe children in action, determine their levels of performance and plan curricular interventions to help them grow, develop, and learn to their fullest potential. A joint position statement (2002) of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) states that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children and can contribute to young children's educational experiences and their future success. Regardless of terminology - standards, frameworks, benchmarks, milestones, indicators of progress - early learning guidelines describe what young children know, can do and their disposition toward learning during the early years.

The terms standards, frameworks, benchmarks, milestones and early learning guidelines describe the same thing – what young children know, and can do and their disposition toward learning during the early years.



The New Mexico Early Learning Guidelines were developed by early childhood professionals from a variety of programs and settings. These guidelines provide a common vocabulary to describe development and learning. They are formatted as a continuum to remind us that children do not all develop at the same rate or pace. Rather, each child develops in his or her unique way. Some children have strengths in areas that go beyond their chronological age. And, most have areas that are not as strong. Formatting the New Mexico Early Learning Guidelines in a continuum helps professionals and parents see an individualized picture of each child's capabilities.

The guidelines reflect current research on brain development and best practices. They represent the growing consensus among early childhood professionals that a greater emphasis be placed on young children's conceptual learning, social and emotional development and participation in relevant and meaningful learning experiences. A growing body of research has focused on the importance of learning in the early years. Publications such as *Eager to Learn* (2001), *Preventing Reading Difficulties in Young Children* (1998), and *From Neurons to Neighborhoods* (2000) have detailed research that supports the importance of the early years in future student achievement.

Learning in the early years is important! Brain development, conceptual learning, and relevant and meaningful experiences as well as social and emotional development are recognized to support future student achievement.

WHAT ARE THE PURPOSES FOR THE NEW MEXICO EARLY LEARNING GUIDELINES?

The New Mexico Early Learning Guidelines were developed for professionals working with young children and their families across multiple systems including but not limited to, family and center-based child care, home visiting, early intervention, Early Head Start, PreK, Head Start, early childhood special education, Title 1, preschool and kindergarten. They are meant to:



- Encourage early childhood professionals to recognize, understand and respect the impact of diversity in family culture, language, learning styles, abilities, and rates of development as they make decisions regarding individual learning and progress
 - Contribute to a unified vision for early care and education and family support across the state
-
- Create a continuum of learning that captures child development in action and links early learning and development from birth through the kindergarten year
 - Provide a common framework that professionals and family members can use for discussions and reflection around curriculum and assessment for young children





- Support parent engagement, professional development, training and technical assistance regarding the learning and development of children from birth through kindergarten age
- Assist early childhood professionals in transitioning children from one program to another by providing common vocabulary to reflect child development and learning

WHAT ARE SOME RECOMMENDED USES FOR THE GUIDELINES?

The New Mexico Early Learning Guidelines have been developed to be a resource for early childhood professionals across the state. As a resource, it is recommended that this document be used in the following ways:

- **To help understand the complexities, progression and inter-relatedness of learning and development for young children over time**

Attention is paid to each child's unique capabilities, rate of development and individual traits and characteristics. Knowing individual children and their strengths, needs, family and cultural backgrounds is essential when referring to developmental information such as those contained in the guidelines.

Knowing individual children and their families is essential.



- **To identify some key milestones in different areas of development**

This document is not a *complete* compendium of child development but rather provides some key competencies which emerge during the period from birth through kindergarten. It is in no way a complete overview of the many skills that children exhibit.

- **To determine the strengths and competencies of young children so that adults can recognize and celebrate these accomplishments and reflect upon, plan for and provide support for the growth, development and learning ahead for each child**

New Mexico's "Best Practices" document can serve as a guide to quality program standards and effective practice for those serving children from birth through kindergarten age. In contrast, the New Mexico Early Learning Guidelines can serve as a guide for helping early childhood professionals observe what the child can do, have a general idea of what to expect next, and identify ways to support the child's learning and development. They can contribute to curricular planning and inform teaching practices.

Guidelines help teachers observe what a child can do and what to expect next as well as contribute to curricular planning and teaching practices.

- **To *authentically* assess children's developmental progress through observation and documentation**

The New Mexico Early Learning Guidelines can be used in a criterion-referenced assessment process. Teachers determine children's performance related to the indicators through observation that is supported through anecdotal documentation as well as work sampling. They use this information to formulate goals and objectives meaningful for the child and family. When considering referral for special services, the guidelines can be used to raise red flags and identify the need for *further* assessment with norm-referenced screening tools or other assessment instruments. These indicators have been aligned to the outcomes from other systems in order that they can be used by multiple early childhood programs including:

Head Start
Early Childhood Special Education
Title 1
New Mexico PreK
Child Care Programs



Through observation and documentation, teachers build a case about each child's progress, strengths and areas of need.

Some of the individual items in the guidelines can be assessed in a quick and easy observation. However, other items require repeated observations and the “building of a case” to document how the child is going about demonstrating his or her competence on that item. Therefore, it’s essential that early childhood professionals carefully examine the items within the guidelines and determine authentic assessment methods that will best gather the information they need to make an informed evaluation of the child’s developmental progress. Professional development may be necessary to make the best use of the guidelines for authentic assessment purposes.

Teachers and others who work with preschoolers and kindergartners can observe children in action in their programs and refer to the range of indicators in the guidelines to identify each child’s level of performance across multiple domains and plan curricular strategies accordingly.



The infant and toddler portion of the document is formatted in a manner that gives a more general view of learning in specific areas from birth through thirty-six months. Programs serving infants and toddlers are invited to use the developmental information as a way to identify some key developmental milestones and competencies for each child in an authentic, observationally-based assessment process as well.

- **To communicate effectively with parents and family members about their child's development**

The New Mexico Early Learning Guidelines are a tool for early childhood professionals to use as a basis for communication with family members. Family-friendly materials have been developed to accompany the guidelines. In addition, teachers are invited to develop their own reporting formats, portfolio collection forms, and other methods to represent information about children's developmental progress in a family-friendly way. As recommended in best practices for early childhood professionals, consideration of family culture and heritage is integral in effective communication. Early childhood professionals work to build partnerships with families, ever sensitive to their wishes and goals for their children.

Consideration of family culture and heritage is part of building partnerships with families.



- **To further the professional knowledge and understanding of child development for all who work with young children**

They can be the focus of staff development sessions and collegial discussions about children's growth and development. Time for guided discussions, analysis and intentional planning will be essential for their optimum use.

GUIDING PRINCIPLES

The New Mexico Early Learning Guidelines were designed to be used for the benefit of children and families. The developmental expectations were identified to help early childhood professionals assist each child in reaching his or her maximum potential and to communicate clearly to families about how their child is growing and learning, what steps are being taken to enhance his or her early learning experience, and to address the family's goals and concerns.

The following principles serve as a guide to understanding and using the New Mexico Early Learning Guidelines:

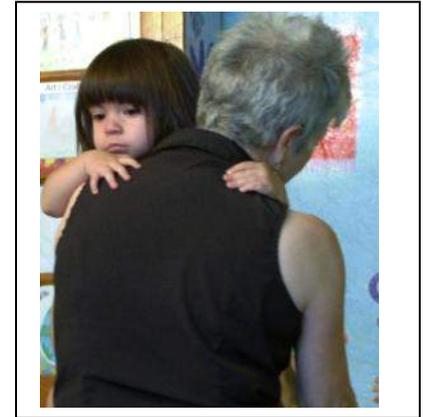


Helping each child reach his or her potential while celebrating his or her unique characteristics and experiences.

- **All children are respected as competent and unique individuals**
Young children differ in temperament, learning style, home environment, cultural background, strengths, needs and abilities. These differences influence development and learning.

- **Infants are born learning and all young children are capable of learning**

Development begins in the pre-natal period and extends throughout life. The early years are an unparalleled time of rapid growth, particularly in sensory and brain development. Every child enters school eager to learn. Children who believe they can learn and expect to achieve, do so (Seefeldt, Denton, Galper & Younosai, 1999). Appropriate early educational experiences, offered in a safe and stimulating environment, can extend, expand, and clarify the ideas, concepts, language and social skills children gain spontaneously.



Wide variation and pace of development mean adaptations and accommodations for children are necessary.

- **Each child develops at his or her own pace**

While development generally proceeds through a predictable sequence of milestones, there is wide variation in the pace at which milestones may be achieved. Adaptations and accommodations may be needed to support learning.



- **Learning is integrated across domains**

A domain represents a broad area of growth and development. Development in one domain influences development in other domains. At times, development may accelerate in one domain while remaining stable in others. Therefore, environments and experiences should be organized to build upon developmental strengths and maximize connections across domains.

- **Development occurs in the context of relationships**



Every child needs consistent, predictable, reliable and responsive adults who are available to them both emotionally and cognitively. Nurturing and responsive relationships provide the foundation for healthy growth and development. They help children develop a sense of security and trust. Infants and toddlers learn through reciprocal communication and interactions with adults in the context of routine care, play, and within an appropriate developmental environment. Preschoolers and kindergartners learn with caring adults guiding and facilitating play and investigative experiences, as well as large and small group activities.

- **Learning experiences begin with family**

Families are the primary caregivers and educators of their children and are valued partners in early education and caregiving. When young children are in a care setting outside of the home, the care environment is best when it is rooted in the familiar cultural context of the family.

Optimal development occurs when families are supported in providing for the health and nutrition of their young child combined with nurturing and responsive care. Program planning works best when early childhood professionals support the family's goals for the child and work in partnership with them.

Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and preschools is critical to children's academic success and later school achievement (NRC, 2001a). Program staff must give families the information they need to support their children's learning and development. Creating partnerships with families is a way to ensure that children are provided with the best learning experiences at home and at preschool.

- **The context of family and community culture influences every aspect of development**

Children grow and develop within the context of their family and culture.

Children are deeply influenced by culture, particularly the individual culture of their family. Culture, the social context within which children learn, grow, and develop, is defined as a complex whole of language, knowledge, beliefs, art, morals, laws, customs, and ways of living that are passed on to future generations (Cole, 1999).

Social groups, the family, neighborhood, religious or ethnic groups within a society, explicitly or implicitly pass on their customs, values, or moral principles to the young. Beginning at birth, the culture socializes children to become members of a society. But children are not just products of the culture they grow in. As children grow, they pick and choose selectively from the cultural influences they are exposed to, shaping their own cultural context over time (NRC & IM, 2001).

- **Valuing children's home language is vital to their development**

Families transmit values, beliefs and a sense of belonging to their children. Because they do so primarily through their language, support of the development of home language is strongly encouraged by all involved in relationships with the child and his or her family. Assessment of language must be done in the language of the home.

- **Young children learn by doing. Play and active learning are the best strategies to enhance young children's development**

Research has shown that children construct their own knowledge through physical, social, and mental activity (Bredekamp & Copple, 1997; Piaget & Inhelder, 1969). Children are active learners. Because children learn through first hand actions with objects and things in their world, their learning is mediated and linked to the sociocultural context (Vygotsky, 1986).

Play is children's mode of finding out about the world around them.



As active learners, young children need opportunities to observe objects, people and events in their world, form their own hypotheses, try them out, observe what happens, and formulate their own answers (Dewey, 1944; Glassman, 2001). Play is the children's mode of finding out about the world around them. All types of play - manipulative play, play with games, rough-and- tumble play, and socio-dramatic play - provide children with opportunities to try things out, observe what happens and learn (Rubin, Bukowski, & Parker, 1998).

Early development is enhanced by caregivers who are actively involved in guiding and expanding children's experiences, providing a safe, orderly, nurturing and appropriately stimulating environment. Language and emerging understanding of early literacy must be supported and integrated into early experiences that are developmentally centered.

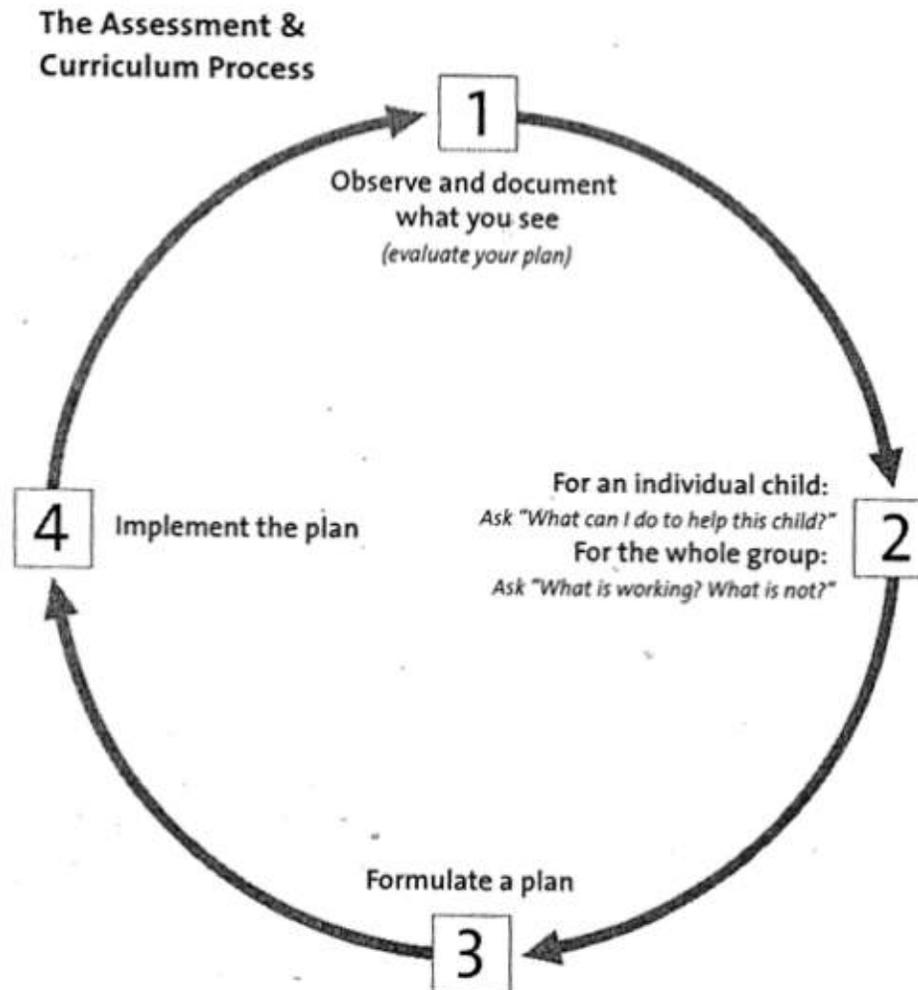
- **In order to assess the developmental progress of young children, the most reliable and informative assessment process is observation and documentation in activities and routines that take place throughout the program day**

The Chief Council of State School Officers states: "The reliability and validity of assessments increase with children's age" and continues: "Children younger than primary age have not attained the developmental capabilities to understanding the purposes of formal testing....There is wide agreement among researchers that the younger the child, the stronger the case for using more informal assessment procedures."

Systematic, on-going observational assessment that is criterion-based is recommended. The New Mexico Early Learning Guidelines are the criteria that outline the developmental expectations by which each child's accomplishments are measured. Early childhood professionals observe children in action, write factual and descriptive observational notes and collect artifacts and work samples as evidence to support conclusions they draw when evaluating the child's progress.

- The information gained through authentic, observational assessment related to the guidelines is used to inform parents and plan individualized curriculum activities and strategies to help each child grow and develop

A cycle of observation, reflection, planning and implementation is the basis for all curricular planning for infants, toddlers, preschoolers and kindergartners. Teachers implement strategies and modify activities to better meet the needs of each child based on documented observations of each one's successes and challenges.



A large, stylized sun graphic in the upper left corner, composed of a central circle and radiating lines in shades of light blue and orange. The background is a light blue-to-yellow gradient, and the bottom features a dark orange silhouette of a mountain range.

Infant/Toddler Early Learning Guidelines

Introduction to the Infant/Toddler Early Learning Guidelines

Organization and Structure

The New Mexico Early Learning Guidelines for Infants and Toddlers are divided into five **domains** or areas of development. *The domains reflect universal aspects of infant and toddler development.* Regardless of their ethnicity, language exposure, tribal affiliation, religious upbringing, and other experiential and environmental differences, all infants and toddlers, grow and develop within these domains.

Within each domain, broad **components** are identified.

For each component, more specific **indicators** show ways that infants and toddlers **might** demonstrate their skills and behaviors in relationship to those components.

Under each indicator are **examples** (in italics) of how children **might** demonstrate the indicator. It is important to note that the examples are not all-inclusive nor are they to be used as a checklist. Inviting the family to give examples as to how their child demonstrates the indicator will help you achieve a truly authentic and more culturally and linguistically appropriate assessment of each child's abilities and next developmental steps. The domains are inter-connected and encompass the development of the *whole* child. Although the emphasis and titles of the domains differ from those in the preschool and kindergarten early learning guidelines, they provide a strong developmental foundation that represents the needs and capabilities of infants and toddlers as they grow and explore the world around them. The infant and toddler domains include:

| | |
|---|--|
| Domain I: Beginning to Know About Ourselves and Others | |
| Components: | Relationships with Adults Relationships with Peers Self Awareness Self Regulation |

| | |
|--|---|
| Domain II: Beginning to Communicate | |
| Components: | Listening and Understanding Speaking and Communicating Foundations for Early Literacy |

| | |
|--|---|
| Domain III: Beginning to Build Concepts | |
| Components: | Exploration and Discovery Concept Development and Memory Solving Problems and Using Symbols |

| | |
|--|---|
| Domain IV: Beginning to Move and Do | |
| Components: | Large Motor Development Fine Motor Development Self Help Skills |

| | |
|---|---|
| Domain V: Approaches Toward Learning | |
| Components: | Curiosity Initiative Creativity Persistence Problem Solving |

Age Spans

The New Mexico Early Learning Guidelines for Infants and Toddlers are organized into three age spans:

- Young Infants (birth - 8 months)
- Mobile Infants (6 - 18 months)
- Older Infants/Toddlers (16 - 36 months)
 - Young Toddlers (16 - 24 months)
 - Older Toddlers (24 - 36 months)

These groupings are the framework for the nationally recognized Program for Infant/Toddler Care. These categories relate to milestones in motor development, as well as major developmental issues. The Young Infant is primarily focused on developing a sense of trust and security. As that baby begins to crawl or scoot and is Mobile, the main developmental issue is exploration. When the typically developing young child begins to walk, she or he is considered a Toddler whose main task is to develop a sense of identity (who they are in relation to others) and self confidence (what they can do).

This overlapping grouping of ages was chosen to reflect both the impact of individual differences in the rate of development and most current research and understanding of how infants and toddlers grow and develop. As they develop, they continue to need trusting relationships even when their main focus is exploration - they don't leave the trusting relationship behind. Rather, it is that relationship that makes them able to explore. The same is true of the developmental shift to a sense of identity. A young child's sense of self changes as a result of maturation in all areas of development, but particularly in emotional development. A secure, trusting toddler has a positive sense of self and can further explore his or her own self in relation to others.

At the request of practitioners, the Toddler age span has been divided into Younger and Older Toddlers with examples indicating an increasing complexity of behaviors as the child develops. Caution must be taken as it is possible that in classifying toddlers into two groups there may be a tendency on the part of adults to treat older toddlers as if they are preschoolers. It is critical to note that the developmental interests and needs of two-year-old children are separate from those of three-year-old children and that older toddlers are not ready for the expectations that come with a preschool curriculum. Early childhood professionals are encouraged to keep this important distinction in mind as they make use of the New Mexico Early Learning Guidelines for Infants and Toddlers.

Domains

Domains reflect what the very young child knows and is learning in key areas of development. During the first three years of life, the main area of emphasis is social-emotional development. Detailed indicators for this area fall under the heading “**Beginning to Know about Ourselves and Others**”. The domain titled “**Beginning to Communicate**” focuses on the infant/toddler’s growing ability to understand and convey messages, as well as the development of emergent literacy. The domain titled “**Beginning to Build Concepts**” details key aspects of cognitive development: how very young children begin to construct their understanding of the world around them. And, the domain titled “**Beginning to Move and Do**” looks at early physical development including the beginning of daily living skills.

The domain called “**Approaches To Learning**” reflects dispositions toward learning, which may or may not be a direct outgrowth of a child’s temperament. Caring adults can encourage the development of each disposition, thus providing a strong foundation for later learning. The dispositions in **Approaches toward Learning** include:

- **Curiosity** - refers to the very young child’s growing interest in her environment
- **Initiative** - refers to the infant/toddler’s willingness to initiate and engage in actions and interactions
- **Creativity** - looks at the very young child’s developing capacity for inventiveness
- **Persistence** - refers to the growing motivation to continue a task until completion or master
- **Problem Solving** - looks at the ways even very young children attempt to find ways to meet their needs and wants

It’s important to remember that all families and communities want their young children to develop to be happy, successful members of their families and communities. At the same time, the ways that different families, communities and cultural groups value the expression of characteristics like creativity, curiosity, initiative, persistence and problem solving may look different and will influence even their youngest members. When considering Approaches to Learning, for example, conversations with family members will help early educators truly understand each child more fully.

While domains are presented separately, they should not be looked at in isolation. Development is an integrated process through which various understandings can be encouraged and facilitated simultaneously using balanced, active learning experiences.

Components

The components under each domain were chosen to reflect key themes within each domain. Each component has a general developmental outcome which typically developing infants and toddlers will reach by the beginning of their third year. Within each component, milestones or indicators (specific accomplishments in development) are listed. These form the basis for the New Mexico Infant and Toddler Early Learning Guidelines.

Across any age span, indicators become more developed and may be expressed in different and more complex ways. Therefore, ***adults should continually observe how the very young child displays his or her competence.*** Each will do so in his or her unique way and on his or her own timetable. It is important to keep in mind that the way in which many of the indicators might be demonstrated will be influenced by the infant's or toddler's home environment and the cultural values that are expressed within that environment. For example, one milestone for young infants is to assist with feeding. A very young infant may do so reflexively by turning to the breast or bottle, while an older infant may attempt to hold the bottle. The way in which these behaviors are encouraged or supported will vary among families. Among some families, a level of independence during bottle-feeding may be highly valued, or early finger-feeding may be seen as an important skill, and among other families these behaviors may not be important or even welcomed at all during these early years. This is important information before determining whether or not there are concerns related to the child's skill development and/or appropriate programming goals for a particular child.

When using the Early Learning Guidelines as a resource, adults should ask themselves these questions:

- "Does this baby demonstrate this behavior or a related one?"
- "In what ways does this baby demonstrate this?"
- "If this is not something the baby demonstrates, how can we discuss this with the baby's family members so we can best care for and teach this child?"

The behaviors listed in italics are meant as ***examples*** of ways the larger milestone may be expressed and observed; they are not meant as individual items in themselves. Because there is expected variation in how children will

demonstrate the indicators, users of the Infant and Toddler Guidelines should use the indicators listed in italics only as conversation-starters as they consult with families to learn of culturally appropriate examples for each child in their care.

Many of these examples also have a specific developmental progression that can be observed. A simple example of this is the increase in number of blocks that a child can stack and balance. A more complex example is the progression of skills in learning to manipulate and correctly place puzzle pieces. Detailed descriptors can be found in both child development texts and in developmental checklists.

It is also possible that a behavior may appear in more than one age category - for example, “plays peek-a-boo” (or a similar interactive, simple turn-taking game). With an infant this may be seen when a caregiver covers his or her face and says “peek-a-boo” and the infant laughs. At an older stage this same game may be played by the child covering his or her face and laughing when the adult says “peek-a-boo”. Therefore, the documentation of the ways the child demonstrates particular skills are key to seeing developmental progress.

It is important to note that because of the inter-related nature of development, skills seldom appear in isolation. For example, when a child is calmed by a parent's voice, one learns more information about both the child's ability to listen and his or her relationship with the adult. In the interest of simplicity, however, indicators have generally been placed in only one domain although they have implication and connections to other domains.

Charts for each domain will contain the following information:

Domain

| Component | | | |
|--|--|---|--|
| Young Infants (birth to 8 mo.) | Mobile Infants (6 to 18 mo.) | Young Toddlers (16 - 24 mo.) | Older Toddlers (24 - 36 mo.) |
| Indicator <i>Example</i> <i>Example</i> <i>Example</i> Indicator <i>Example</i> | Indicator <i>Example</i> <i>Example</i> Indicator | Indicator <i>Example</i> <i>Example</i> | Indicator <i>Example</i> <i>Example</i> <i>Example</i> Indicator |

Summary of Indicators for Young Infants (Birth to 8 months)

| Beginning to Know Ourselves and Others | Beginning to Communicate | Beginning to Build Concepts | Beginning to Move and Do | Approaches Toward Learning |
|---|--|--|--|--|
| <p>Express feelings</p> <p>Regulate feelings and impulses</p> <p>Engage in some regular behaviors</p> <p>Show beginning awareness of self</p> <p>Show beginning awareness of own body</p> <p>Shows beginning awareness of personal characteristics and those of others</p> <p>Show beginning awareness of own abilities</p> <p>Show attachment toward primary caregivers</p> <p>Participate in interactions</p> <p>Initiate contact with primary caregivers</p> <p>Establish and maintain rhythmic interactions with caregiver</p> <p>Show awareness of other children</p> <p>Begin to develop interaction skills with peers</p> <p>Show enjoyment in interaction with other children</p> | <p>Show sensitivity to noise and sudden sounds</p> <p>Respond to sounds in the environment or verbal communication</p> <p>Begin imitating adult facial expressions</p> <p>Begin to listen to words with understanding</p> <p>Use sounds, gestures or actions to express needs and feelings</p> <p>Coo, babble</p> <p>Use sounds in social situations</p> <p>Begin to initiate interactions</p> <p>Request continued action of a toy or activity</p> <p>Vocalize to get attention</p> <p>Show interest in books, pictures, songs and rhymes</p> <p>Explore books as objects</p> <p>Respond to rhythmic language in rhymes and songs</p> <p>Begin to develop eye-hand coordination</p> <p>Manipulate materials with increasing precision</p> | <p>Observe to learn about the environment</p> <p>Explore attributes of materials</p> <p>Differentiate between familiar and unfamiliar people and objects</p> <p>Imitates facial expressions immediately or later</p> <p>Begin to know that objects still exist when out of sight</p> <p>Repeat actions to get the same reaction</p> <p>Experiment with self-soothing</p> <p>Use simple actions to make things happen</p> <p>Respond to music or chanting</p> | <p>Gain control of head and body</p> <p>Move body, arms and legs with coordination</p> <p>Use hands or feet to make contact with objects or people</p> <p>Begin to coordinate hand and eyes</p> <p>Show growing control of hand and fingers</p> <p>Begin to regulate themselves</p> <p>Begin to help with feeding, dressing and personal hygiene</p> | <p>Show curiosity and interest in people, object and events</p> <p>Begin to demonstrate initiative</p> <p>Demonstrate creativity by exploring objects in multiple ways</p> <p>Begin to focus on interesting things: persistence</p> <p>Begin to use senses to solve problems</p> |

Summary of Indicators for Mobile Infants (6-18 months)

| Beginning to Know Ourselves and Others | Beginning to Communicate | Beginning to Build Concepts | Beginning to Move and Do | Approaches Toward Learning |
|--|---|--|--|--|
| <p>Express a variety of emotions</p> <p>Regulate emotions and behaviors with adult support</p> <p>Express own needs</p> <p>Follow simple routines and rules in group setting with adult support</p> <p>Show awareness of self as individual</p> <p>Show awareness of own abilities</p> <p>Show beginning understanding of accomplishments</p> <p>Begin to use abilities in interactions</p> <p>Begin to build relationships with adults</p> <p>React differently toward familiar and unfamiliar adults</p> <p>Begin to take turns with caregiver during play</p> <p>Demonstrate increasing responsiveness in interactions with others</p> <p>Begin to relate to other children</p> <p>Demonstrate interest and enjoyment in interactions</p> <p>Exhibit pro-social behaviors</p> <p>Demonstrate increased interaction skills</p> | <p>Pay attention to what speaker is looking at or pointing to</p> <p>Respond non-verbally to gestures and/or words</p> <p>Follow one-step requests when caregiver uses gestures and words</p> <p>Recognize familiar routines or games</p> <p>Imitate sounds, gestures or words</p> <p>Begin to use consistent sounds combinations, words and gestures to communicate</p> <p>Participate in socially expected conversation</p> <p>Ask simple questions</p> <p>Begin to participate in stories, songs and fingerplays</p> <p>Explore books with interest</p> <p>Listen to stories for a short period of time</p> <p>Experiment with grasp using a variety of writing tools</p> <p>Scribble spontaneously</p> <p>Imitate vertical and horizontal lines</p> | <p>Explore size and shape</p> <p>Actively explore the environment</p> <p>Investigate new things in the environment</p> <p>Develop an awareness of quantity and size</p> <p>Imitate other's actions, gestures and sounds</p> <p>Demonstrates object permanence</p> <p>Observe and respond to different causes and effects</p> <p>Begin to solve simple problems</p> <p>Use simple tools</p> <p>Use a person or object to solve a problem</p> <p>Play with dramatic play materials</p> <p>Begin to use art media</p> <p>Begin to move to music</p> | <p>Begin to control movements using arms and legs</p> <p>Demonstrate increasing coordination and balance</p> <p>Use hands to explore objects with variety of actions</p> <p>Gains control of hands and fingers</p> <p>Show beginning eye-hand coordination</p> <p>Show beginning awareness of personal needs</p> <p>Help with feeding, dressing, personal hygiene</p> <p>Understand safe and unsafe situations</p> | <p>Demonstrate curiosity by using all senses to explore the environment</p> <p>Demonstrate initiative by showing likes and dislikes</p> <p>Use creative expression in beginning role play</p> <p>Focus longer on interesting things; respond to order and routine and notice changes</p> <p>Begin to find different ways to solve problems</p> |

Summary of Indicators for Younger Toddlers (16-24 months)

| Beginning to Know About Ourselves and Others | Beginning to Communicate | Beginning to Build Concepts | Beginning to Move and Do | Approaches Toward Learning |
|--|---|--|--|---|
| <p>Begin to recognize feelings in self and others</p> <p>Demonstrate different emotions or moods</p> <p>Show more, but still limited, self regulation</p> <p>Show comfort in daily routines and activities</p> <p>Begin to demonstrate behaviors that reflect self concept</p> <p>Show increased awareness of own abilities</p> <p>Display assertiveness</p> <p>Continue to need the emotional security of a trusted adult</p> <p>Continue to show caution around unfamiliar adults</p> <p>Demonstrate increased reciprocity in relationships with adults</p> <p>Demonstrate increased interest and frustration with other children</p> <p>Act upon their increased awareness of other children's feelings</p> <p>Demonstrate increasing interaction skills with peers</p> | <p>Respond appropriately to simple commands</p> <p>Understand that words stand for objects</p> <p>Demonstrate understanding of simple questions</p> <p>Demonstrate interest in conversation and language</p> <p>Follows simple directions</p> <p>Use words and gestures to communicate ideas</p> <p>Express more complex ideas</p> <p>Use sounds and words in social situations</p> <p>Participates in stories, songs and fingerplays</p> <p>Begin to develop imitative reading</p> <p>Responds to early literacy activities</p> <p>Explore writing as a means of communication</p> | <p>Notice how items are the same or different</p> <p>Use sounds and simple words to describe things/ask questions about the environment</p> <p>Explore concepts of space</p> <p>Develop an increasing awareness of quantity and size</p> <p>Demonstrate a more complex level of object permanence</p> <p>Experiment with more complex cause and effect play</p> <p>Solve simple problems using logical reasoning</p> <p>Begin to express self creatively</p> | <p>Demonstrate increasing large motor control</p> <p>Demonstrate increasing coordination and balance</p> <p>Uses hands and fingers in more complex and refined ways</p> <p>Begin to use simple tools</p> <p>Show increasing eye-hand coordination</p> <p>Begin to attend to personal needs</p> <p>Show increasing abilities in feeding, dressing, and personal hygiene</p> <p>Participate in safety routines</p> | <p>Demonstrate curiosity by using all senses to explore new things in the environment</p> <p>Demonstrate preferences and make independent choices</p> <p>Engage in more complex pretend play based on everyday events</p> <p>Engage in activity towards a goal</p> <p>Demonstrate more complex problem solving skills</p> |

Summary of Indicators for Older Toddlers (24-36 months)

| Beginning to Know About Ourselves and Others | Beginning to Communicate | Beginning to Build Concepts | Beginning to Move and Do | Approaches Toward Learning |
|---|--|---|---|--|
| <p>Demonstrate an increasing ability to recognize feelings of self and others</p> <p>Begin to use strategies to regulate own emotions</p> <p>Begin to manage changes in emotional state</p> <p>Are increasingly able to regulate behavior</p> <p>Demonstrate behaviors that reflect self concept</p> <p>Demonstrate self-confidence; learn to do things by themselves</p> <p>Shows awareness of themselves as part of a group</p> <p>Trust and interact comfortably with familiar adults</p> <p>Establish bonds with consistent adults other than primary caregiver</p> <p>Begin to imitate or portray relationships</p> <p>Demonstrate ability to interact with an increasing number of children</p> <p>Use beginning negotiation skills with other children</p> <p>Begins to use words in social situations with peers</p> <p>Participate positively in activities with more than one other child</p> | <p>Respond appropriately to simple commands</p> <p>Demonstrate understanding of questions</p> <p>Show increased receptive vocabulary</p> <p>Follows simple directions</p> <p>Combine words to express more complex ideas</p> <p>Begin to follow grammatical rules, although not always correctly</p> <p>Initiate socially expected communication</p> <p>Speak clearly enough to be understood most of the time</p> <p>Initiate and participate in stories, songs and fingerplays</p> <p>Begin to follow what happens in a story</p> <p>Show awareness of pictures and symbols in print</p> <p>Demonstrate understanding that written symbols have meaning</p> <p>Start to use own drawings to represent objects and ideas</p> <p>Express creativity using skills for writing</p> | <p>Notice and describe how items are the same or different</p> <p>Begin to organize materials and information</p> <p>Show beginning interest in time and location</p> <p>Demonstrate beginning number and measurement concepts</p> <p>Experiment with effect of own actions on objects and people</p> <p>Expresses understanding of cause and effect</p> <p>Show increasing knowledge and memory for details and routine</p> <p>Demonstrate increased problem solving ability</p> <p>Represent thoughts and feelings in a variety of ways</p> | <p>Demonstrate coordination, balance and control in a variety of ways</p> <p>Show increasing eye-hand coordination</p> <p>Use simple tools independently</p> <p>Coordinate several senses</p> <p>Begin to attend to personal needs</p> <p>Show increasing independence in personal care</p> <p>Participate in healthy care routines</p> <p>Pay attention to safety instructions</p> | <p>Actively attempt to learn new things she is curious about</p> <p>Show initiative by making choices and taking risks</p> <p>Pretend and use creativity and imagination during play</p> <p>Engage and persist toward a goal with an activity, object, or toy</p> <p>Begin to find novel solutions to problems</p> |

A large, stylized sun graphic in the upper left corner, composed of a central circle and radiating lines in shades of orange and yellow. The background is a light blue-to-yellow gradient.

Infant/Toddler Early Learning Guidelines

Domain: Beginning to Know about Ourselves and Others

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Domain: Beginning to Know About Ourselves and Others

Domain Vignette:

In Juanita's family child care home, she cares for several preschool children as well as a four-month-old, Emma, and a twenty-month-old, Carlos both of whom live in homes where mostly Spanish is spoken. Juanita and her colleague, Anna Marie, have each worked hard to get to know the children well. They have decided that Juanita will be the primary care giver for the four-month-old and Anna Marie for the twenty-month-old. They know how important it is for young infants and toddlers to have a primary adult who will speak to them in their home language while in their care. They can each focus on their relationship with the infants and both care for the older children.

Juanita has found that she must pay particular attention to Emma's moods and the cycles of her day (for sleep, eating, active and quiet times). Emma is growing to trust Juanita, calming down when Juanita holds and rocks her, seeking out Juanita's face to look at and **touch**, and responding to her name when Juanita talks with her in Spanish. Juanita has talked with Emma's parents and learned some of the words they use for familiar objects like Emma's bottle and pacifier. Emma explores her hands and feet as she lies on her back or sits in her bouncy chair. She's beginning to pay more attention to the other children and will laugh sometimes when they smile and talk with her.

Carlos is also showing trust for Anna Marie, going to her often to show her toys or give her a hug. If Emma cries, he will go to her and pat her head or back. "Ta trite?" ["Esta' triste?" "She sad?"] he asks Juanita. He feeds himself with a little more skill every day, and follows through with the daily meal routines like sitting at the table and putting his cup away. At naptime he gets his mat ready when given just a little help and lies down with his favorite blanket from home. He comforts himself when upset or tired by carrying around his blanket and teddy bear or by seeking out Anna Marie and crawling into her lap. He watches the older children and will respond when they ask him "Dónde está la nariz, Carlos?" "Dónde están los ojos?" ["Where is your nose, Carlos?" "Where are your eyes?"] by pointing and laughing as they clap for him and say "Good job, Carlos!" He sits on Anna Marie's lap when she reads a story to the others, sucking his thumb and sometimes pointing to pictures in the book. If another child tries to point to a picture, he pushes his or her hand away. "No! Mio!" ["No! Mine!"] But when Anna Marie says, "Carlos, we're all looking at the story," he settles right down.

Juanita and Anna Marie often discuss how the mixture of age groups in their care makes their days so interesting and varied.

*(Both Emma and Carlos are showing their capabilities in many aspects of **Beginning to Know about Ourselves and Others**. Emma is beginning to express and regulate her feelings. She shows awareness of her own body, her own characteristics and the characteristics of others. She is showing responsiveness to her caregiver and beginning to participate in interactions with others. Carlos is beginning to recognize the feelings of others, demonstrate different feelings of his own and show comfort in daily routines. He is reflecting his self-concept by identifying some body parts and increased awareness of his own abilities by feeding himself. He has established a close relationship with Anna Marie and seeks her out and shows interest and frustration with other children.)*

Domain Description:

Infants and toddlers are developing self-awareness and the awareness of others. The social interactions between caregivers, parents, and other children form the basis for the development of language and trust. As young ones learn to read the cues of others and communicate through cries, sounds, and eventually words, their own needs and wants, they grow as social beings. Settling into routines and developing some ways of being comforted, comforting themselves and expressing feelings are important parts of this domain. As caring adults help children to learn more of their own capabilities and manage their emotions, children develop in self-confidence and in their relationships with others more fully.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Infant and toddler caregivers know that an important part of observing the youngest children involves learning to determine the rhythm of each child's day. When is she happy and content and when is she more agitated and fussy? What might trigger a melt-down for him? In what ways can he be comforted or can he learn to comfort himself? Observing for the important aspects of how an infant or toddler learns to both express and regulate his or her emotions is an important task for caregivers who work with this age group.

Keep in Mind

Babies and toddlers differ in temperament, learning style, home environment, cultural background, needs and abilities. These differences influence development and learning.

Beginning to Know About Ourselves and Others

| Self regulation: The infant/toddler begins to regulate feelings and behaviors | | | |
|--|--|---|--|
| Young infants (birth to 8 mo.) | Mobile infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Express feelings <i>Have different kinds of cries</i> <i>Smile when someone smiles</i> <i>Laugh</i> <i>Smile to make adult smile or laugh</i></p> <p>Begin to regulate feelings and impulses <i>Relax or stop crying when comforted</i> <i>Comfort self by clutching, stroking or sucking</i> <i>Withdraw when over-stimulated by an interaction</i></p> <p>Begin to develop some regulated patterns <i>Develop patterns of sleeping</i> <i>Sing or hum self to sleep</i> <i>Are hungry at about the same time most days</i></p> | <p>Express a variety of emotions <i>Show interest and excitement about animals and other living things</i> <i>Hug, crawl or toddle toward familiar person</i> <i>Begin to show sense of humor</i> <i>Frown in response to discomfort</i></p> <p>Regulate emotions and behaviors with adult support <i>Demonstrate recognition of new setting by changing behavior</i> <i>Explore new settings with help from caregiver</i> <i>Communicate need for support from adults</i></p> <p>Express own needs <i>Gesture when hungry</i> <i>Cry “ma ma” / “da da” (or other specific sound) when hurt or needing help</i></p> <p>Follow simple routines and rules in group setting with adult support <i>Anticipate and participate in routine activities</i> <i>Follow some consistently set rules</i> <i>Depend upon frequent reminders to learn boundaries</i> <i>Respond appropriately to reminders, “wait”, “get down”, “be gentle”</i></p> | <p>Begin to recognize feelings in self and others <i>Attempt to comfort someone who is scared</i> <i>Notice if other children are happy or sad</i> <i>Point to picture of happy baby in book.</i> <i>Name some emotions</i></p> <p>Demonstrate different emotions or moods <i>Express frustration when they don’t get what they want</i> <i>Choose to spend time alone</i> <i>Push away another child who is getting adult attention</i></p> <p>Show more, but still limited, self regulation <i>Attempt self help skills independently- may cry when unable to succeed</i> <i>Insist on a specific adult to meet their needs</i> <i>Seek caregiver support when feeling strong emotions</i></p> <p>Show comfort in daily routines and activities <i>Get book before bedtime</i> <i>Climb onto chair when it is time to eat</i> <i>Get favorite blanket at nap time</i> <i>Exhibit distress if routine is disrupted</i></p> | <p>Demonstrate an increasing ability to recognize feelings of self and others <i>Act out feelings during pretend play</i> <i>Express how another child might feel</i> <i>Recognize that inappropriate behavior will result in negative reaction from adults</i> <i>Use words to express emotions</i></p> <p>Begin to use strategies to regulate own emotions <i>Use self talk: Say “no” when reaching for forbidden object</i> <i>Reenact emotional events to gain mastery: pretend to nurse a baby</i> <i>Ask for help: “Can you rub my back?”</i></p> <p>Begin to manage changes in emotional state <i>Shift from “me do” to allowing caregiver to tie shoe</i> <i>Do not like change, but usually can adjust</i> <i>Demonstrate autonomy by saying no, but may cooperate</i></p> <p>Are increasingly able to regulate behavior <i>Anticipate and follow simple rules with reminders</i> <i>Recognize that inappropriate behavior will result in negative reaction from adults</i> <i>Begin to share, often with assistance</i> <i>Test limits</i></p> |

Beginning to Know About Ourselves and Others

| Self awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities | | | |
|--|--|--|--|
| Young infants (birth to 8 mo.) | Mobile infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Show beginning awareness of own body <i>Play with hands and feet</i> <i>Respond to mirror image by smiling, vocalizing</i></p> <p>Shows beginning awareness of personal characteristics and those of others <i>Recognize and respond to name</i> <i>Explore the face and body of others</i> <i>Show preferences (may cry when something is not liked)</i></p> <p>Show beginning awareness of own abilities <i>Initiate interactions with gestures or sounds</i> <i>Respond to emotional cues: smile back at mother</i> <i>Recognize that adults respond to cues and keep an interaction going</i> <i>Explore environment at first in close contact with caregiver, then farther away</i></p> | <p>Show awareness of self as individual <i>Recognize self in mirror and photos</i> <i>Make a choice about what to play with</i> <i>Play with one toy more than others</i> <i>Protest when doesn't want to do something</i></p> <p>Show awareness of own abilities <i>Attempt to stab food with fork</i> <i>Takes object from caregiver to put in bucket</i></p> <p>Show beginning understanding of accomplishment <i>Display frustration</i> <i>Laugh at own abilities</i> <i>Look to caregiver when accomplishing something new</i></p> <p>Begin to use abilities in interactions <i>Respond to request for actions</i> <i>Imitate adult actions such as talking on the phone</i> <i>Show enjoyment at being in a familiar setting or group</i> <i>Give objects to others</i></p> | <p>Begin to demonstrate behaviors that reflect self concept <i>Point to eyes, mouth, etc. when prompted</i> <i>Show preference for specific adults, peers, objects or activities</i> <i>Call self by name</i></p> <p>Show increased awareness of own abilities <i>Help to put away toys when asked</i> <i>Let you know they need to be changed</i> <i>Enjoy doing some tasks for self (self feeding, undressing)</i> <i>Smile when a task is accomplished</i></p> <p>Display assertiveness <i>Tell mom, "Don't sing!"</i> <i>Give orders to others: "Sit!"</i> <i>Resist control by adults</i> <i>May resist change</i></p> | <p>Demonstrate behaviors that reflect self concept <i>Name some body parts</i> <i>Use pronouns to refer to self</i> <i>Identify objects as belonging to him or her</i></p> <p>Demonstrate self-confidence; learn to do things by themselves <i>Insist on trying tasks without help</i> <i>Show completed projects to caregivers</i> <i>Try new tasks</i> <i>May seek help after trying something challenging</i> <i>Help with simple chores</i></p> <p>Show awareness of themselves as part of a group <i>Repeat a behavior when someone is watching</i> <i>Ask simple questions about other children</i> <i>Name family members</i> <i>Recognize self and others in photos</i></p> |

Beginning to Know About Ourselves and Others

| Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults | | | |
|--|---|--|---|
| Young infants (birth to 8 mo.) | Mobile infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Show responsiveness toward primary caregivers <i>Quiet when comforted by a familiar caregiver</i> <i>Accept physical contact and respond to cuddling</i> <i>Maintain eye contact during feeding</i></p> <p>Participate in interactions <i>Display pleasure with familiar people</i> <i>Show affection through facial expressions and gestures</i></p> <p>Initiate contact with regular caregivers <i>Use body movement to initiate social interaction (reaches for adult's face)</i> <i>Use sounds or gestures to get help from familiar adult</i></p> <p>Establish and maintain rhythmic interactions with caregiver <i>Enjoy playing simple interactive games like peek-a-boo</i> <i>Begin to make sounds in response to caregiver making sounds</i></p> | <p>Begin to solidify relationships with adults <i>Show feelings of security with familiar adults</i> <i>Look to adult before beginning to explore</i></p> <p>React differently toward familiar and unfamiliar adults <i>Show wariness or cling when someone new appears</i> <i>Show discomfort when caregiver is not in sight</i></p> <p>Demonstrate increasing responsiveness in interactions with others <i>Respond positively to encouragement</i> <i>Look to adult for indication of appropriate behavior</i> <i>Share hugs with familiar adults</i> <i>Cooperate during routine care</i></p> <p>Begin to take turns with caregiver during play <i>Take turns imitating each other's actions</i> <i>Respond to caregiver saying, "Your turn, my turn"</i></p> | <p>Continue to need the emotional security of a trusted adult <i>Play in the sandbox with other children, but return to the caregiver periodically</i> <i>Look up from play activity to make eye contact with adult</i></p> <p>Continue to show caution around unfamiliar adults <i>Hold adult's hand when introduced to a new adult</i> <i>Observe from a distance before approaching a new adult</i></p> <p>Demonstrate increased reciprocity in relationships with adults <i>Enjoy imitating adults behaviors</i> <i>Follow caregiver around the house</i> <i>Display pleasure when interacting with adults</i></p> | <p>Trust and interact comfortably with familiar adults <i>Seek adult assistance with challenges when needed</i> <i>Respond positively to guidance most of the time</i> <i>Start activity after a caregiver's suggestion</i></p> <p>Establish relationships with consistent adults other than primary caregiver <i>Attempt to please adults; look to them for approval</i> <i>Work with adult to solve problems or communicate ideas</i> <i>Begin to accept different limits in different situations (e.g. home and Grandma's house)</i></p> <p>Begin to imitate or portray roles and relationships <i>Are eager to help with chores</i> <i>Pretend or act out roles and events</i></p> |

Beginning to Know About Ourselves and Others

| Relationships with Peers: The infant/toddler uses beginning social skills with other children | | | |
|--|--|---|--|
| Young infants (birth to 8 mo.) | Mobile infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Show awareness of other children <i>Demonstrate attention by watching</i> <i>Begin to cry when another child cries</i></p> <p>Begin to interact with peers <i>Observe and imitate gestures, sound and actions of other children</i> <i>Reach out to them</i></p> <p>Show enjoyment in interaction with other children <i>Touch mouth or hair of another child</i> <i>Smile spontaneously at other children</i></p> | <p>Begin to relate to other children <i>Match another child's emotions</i> <i>Touch another child's hair</i></p> <p>Demonstrate interest and enjoyment in interactions <i>Participate in spontaneous interactions with peers and show enjoyment</i> <i>Show preference among play partners</i></p> <p>Exhibit pro-social behaviors <i>Comfort a crying peer by bringing a blanket</i> <i>Show empathy for the natural world such as a hurt animal</i></p> <p>Demonstrate beginning interaction skills with peers <i>Initiate interactions with other children through gestures, vocalization or body contact</i> <i>Accept adult intervention to negotiate disputes about toys</i> <i>Imitate or respond to actions of peers</i></p> | <p>Demonstrate increased interest and frustration with other children <i>Play side by side, but not with, other children</i> <i>Join several children for a story</i> <i>Refuse to share a toy with another child</i></p> <p>Act upon their increased awareness of other children's feelings <i>Take a doll away, but return it when the other child cries</i> <i>Express remorse when accidentally hurting another child</i></p> <p>Demonstrate increasing interaction skills with peers <i>Participate in simple back and forth play</i> <i>Respond differently to younger children</i> <i>Imitate reactions or behaviors of peers</i></p> | <p>Demonstrate ability to interact with an increasing number of children <i>Show enthusiasm for company of others</i> <i>Engage in complementary interaction- feed the doll another child is holding</i> <i>Name friends</i></p> <p>Use beginning negotiation skills with other children <i>Begin to share and take turns with assistance</i> <i>Use adults to help take turns</i> <i>Give up and keeps objects during play with assistance</i></p> <p>Begin to use words in social situations with peers <i>Assert ownership: "mine"</i> <i>Communicate with other children to settle disputes with assistance</i></p> <p>Participate positively in activities with more than one other child <i>Participate in loosely structured games dramatic play, chase)</i> <i>Sit with several other children for a short story or song</i></p> |

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Infant/Toddler Early Learning Guidelines

Domain: Beginning to Communicate

A solid orange silhouette of a mountain range at the bottom of the page.

Domain: Beginning to Communicate

Domain Vignette:

As two-year-old Isaiah was playing outdoors, he carried a basket in one hand and a plastic bucket in the other. When his teacher, Mario, asked where he was going, Isaiah said, “Bye-bye. See Nana”(Grandma). Isaiah put 2 rocks into his basket and 2 sticks into his bucket. Mario asked, “Are you and Nana going to the store?” Isaiah said, “Yes.” “What are you and Nana going to buy at the store?” Mario asked Isaiah. “Papas, cheese”, said Isaiah as he showed his teacher the 2 rocks in his basket and 2 sticks in his bucket. Curious about Isaiah’s thinking, Mario asked, “Did you and Nana buy these at the store?” Isaiah nodded his head to indicate yes and said, “Papas”. Mario exclaimed, “Wow- one papa for you and one papa for Nana!” Isaiah grinned eagerly and showed Mario the sticks in his bucket. “Cheese,” he said.

(Isaiah is showing his capabilities in Beginning to Communicate by demonstrating understanding of questions and interest in conversation. He combines some words to communicate ideas and speaks clearly enough for his teacher to understand him. In addition, he demonstrates a play scenario that shows his imagination, an ability to use objects (rocks and sticks) to represent other objects (food) in play, and ability to follow through with a simple play theme. He is also beginning to use one-to-one correspondence in play.)

Domain Description:

Communication involves sending and receiving information so that meaning is shared between two or more people. Language is the shared code or symbol system that is used to communicate. Language can be verbal or non-verbal. Language and speech skills develop as children participate in acts of communication, over and over again. This broad concept of communication is especially important to keep in mind while working with infants and toddlers. Young children are great communicators well before they speak. Imagine a baby who reaches with her arms toward an adult, using a non-verbal gesture that communicates a desire to be picked up. When the adult interprets that gesture correctly says, “Up? Do you want me to get you up?” and then picks the baby up for a cuddle, language (a shared code) has been used effectively to meet the needs of the baby. As the baby responds positively to being picked up and cuddled, the adult also experiences feelings of pleasure and success from this exchange.

Learning the language of one’s family is a primary task for infants and toddlers. The indicators in the early learning guidelines can be used to assess the mode of communication most familiar or appropriate for the child. We are calling this his “home language”, which may be Spanish, English, an indigenous language, sign, etc. They can also be used to assess a child’s second language, any language to which the child is exposed in addition to his home language. Depending on the child’s situation, this may also be Spanish, English, an indigenous language, sign, etc. In New Mexico, many of our infants and toddlers are growing up as members of families and within households where more than one language is spoken. Some young children may live in communities that are working to revitalize heritage languages that are at risk of being lost. Some children may also be learning a second language while in our care. Research tells us that babies are well equipped to learn more than one language right from birth. Bilingual children generally reach communication milestones at about the same time as their monolingual peers.

Early childhood educators should communicate with children in the child’s home language as much as possible, modeling language usage for infants and toddlers. The child’s home language is what is familiar and comforting to them as they are getting used to a new environment or feeling stressed by the separation from their familiar caregivers. Young children understand many more concepts than they are able to express. Therefore, early educators should provide them with every

opportunity to engage at their optimal level of cognitive/conceptual ability (what they understand). Research supports that children who develop a strong foundation in their home language will use that foundation to learn a second language (for example, English) more effectively.

The domain, Beginning to Communicate, also includes components and indicators about looking at and reading books and drawing and making marks with writing tools as children build on their communication skills and move towards understanding of the written word.



When You Are Observing

Effective early educators know that an important part of observation is listening. To learn more about each child's capabilities with communication, they listen and respond. As they interact with infants and toddlers, they listen closely for the ways that young children express themselves. Young infants make sounds that can be conversational when a caring adult mimics them back to the child. In addition, infants and toddlers pay close attention to the use of language by a caregiver. So the caregiver's verbal interactions with the child and the child's response become the heart of observations in the communication domain.

Keep in Mind

Families transmit values, beliefs and a sense of belonging to their children...primarily through their language. Support of the development of home language is strongly encouraged by all involved in relationships with the child and his or her family.

Beginning to Communicate

| Listening and Understanding: The infant/toddler responds to the message of another's communication | | | |
|---|--|--|---|
| Young infants (birth to 8 mo.) | Mobile infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Show sensitivity to noise and sudden sounds <i>Respond with a startle to loud or sudden noises</i> <i>Turn to locate the source of a sound</i></p> <p>Respond to sounds in the environment or verbal communication <i>Smile at person who talks/gestures to her</i> <i>Watch caregiver's face as he speaks</i> <i>Become calm when sung to</i></p> <p>Begin imitating adult facial expressions <i>Smile when an adult smiles at him</i> <i>Imitate or copy an adult's facial expression</i></p> <p>Begin to listen to words with understanding <i>Look at mother when asked, "Where's mommy?"</i> <i>Respond to name when called</i></p> | <p>Pay attention to what speaker is looking at or pointing to</p> <p>Respond non-verbally to gestures and/or words <i>Point when asked "Where is the puppy?"</i> <i>Shake head to indicate preferences</i> <i>Respond with hand gestures when adult says, "bye-bye" or repeats what adult says</i></p> <p>Follow one-step requests when caregiver uses gestures and words, <i>Hold out arms when caregiver and says "Up?"</i> <i>Crawl toward a ball when asked, "Where is the ball?"</i></p> <p>Recognize familiar routines or games <i>Put hands together when "Pat-a-Cake" (or other simple gesture game) is demonstrated</i></p> | <p>Respond appropriately to simple commands <i>"Give me the _____"</i> <i>"Sit, please"</i> <i>"Bring me a diaper, please"</i></p> <p>Understand that words stand for objects <i>Point to pictures of actions when named</i> <i>Respond to simple questions non-verbally</i> <i>Recognize and pick out common objects</i></p> <p>Demonstrate understanding of simple questions <i>Respond appropriately most of the time when asked "What?" or "Where?"</i></p> <p>Demonstrate interest in conversation and language <i>Like stories about themselves</i> <i>Enjoy nursery rhymes and simple songs</i></p> | <p>Follow more complex directions and requests <i>"Take your cup and throw it in the trash"</i> <i>Begin to put toys in a basket when the a familiar clean-up routine is started</i></p> <p>Demonstrate active listening strategies <i>Listen for short periods</i> <i>Begin to ask questions about what was heard</i></p> <p>Demonstrate increased understanding of questions <i>Respond with appropriate action or word when asked "Who?" or "Where?" questions</i> <i>Respond to questions about objects or events outside of the immediate context</i></p> <p>Show increased receptive vocabulary <i>Point to body parts when asked</i> <i>Respond appropriately to most prepositions; "put it in the box."</i> <i>Begin to understand a few pronouns ("me", "mine", "you")</i></p> |

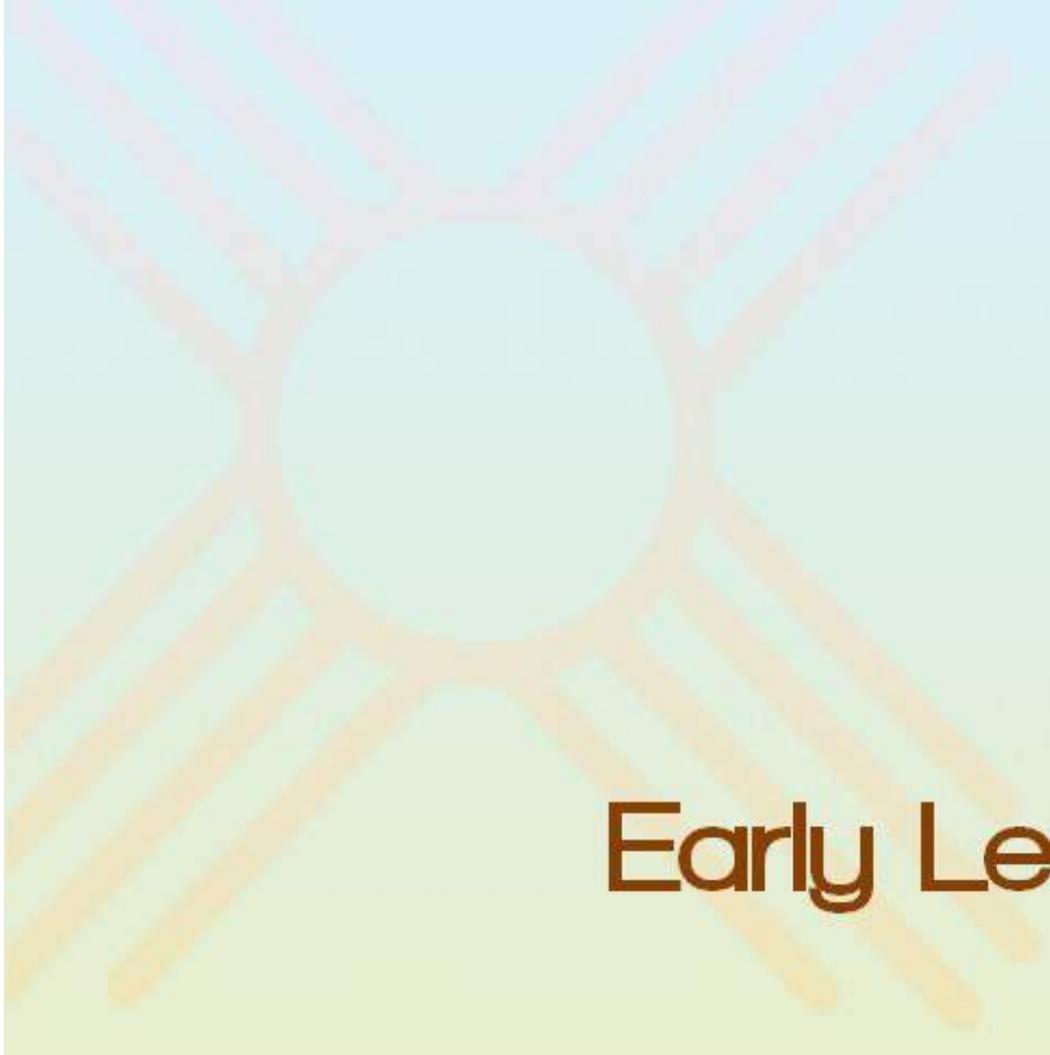
Note: The indicators refer to the mode of communication most familiar or appropriate for the child. We are calling this his "home language" which may be Spanish, English, an indigenous language, sign etc. The second language is any language to which the child is exposed in addition to his home language. Depending on the child/situation this may also be Spanish, English, an indigenous language, sign, etc.

Beginning to Communicate

| Speaking and Communicating: The infant/toddler conveys a message to another person | | | |
|---|---|---|---|
| Young infants (birth to 8 mo.) | Mobile infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Use sounds, gestures or actions to express needs and feelings <i>Vary cries to communicate needs</i> <i>Reach for a wanted toy</i> <i>Turn away to express need for a break</i> <i>Squeal and laugh to express pleasure</i></p> <p>Coo, babble <i>Engages in vocal play with vowel sounds and consonant-vowel combinations</i></p> <p>Use sounds in social situations <i>Vocalize in response to another's voice</i> <i>Make sounds to attract attention</i></p> <p>Begin to initiate interactions <i>Smile at familiar objects and people</i> <i>Raise arms to familiar adults</i></p> <p>Request continued action of a toy or activity through body movements, eye contact or vocalizations <i>Wiggle body to get caregiver to repeat rocking/movement game</i> <i>Look at source of music and vocalizes when it stops playing</i></p> <p>Vocalize to get attention</p> | <p>Imitate sounds, gestures or words <i>Make raspberries (vibrating sound with lips) or bubbles to experiment with sounds</i> <i>Babble with inflection</i> <i>Make animal sounds when prompted</i></p> <p>Begin to use consistent sounds combinations, words and gestures to communicate <i>Say "mama", "papa" or "uh-oh"</i> <i>Shake head side-to-side to say "no"</i> <i>Request an object by pointing</i> <i>Sign "more" when asked, "Do you want more juice?"</i></p> <p>Begins to participate in socially expected conversations <i>Engage in vocal turn taking</i> <i>Wave bye-bye</i> <i>Play "peek a boo"</i></p> <p>Ask simple questions <i>Point to cookie jar to ask "Can I have one?"</i> <i>Say "Daddy gone?" when she can't find her father</i></p> | <p>Use words and gestures to communicate ideas <i>Point and say, "Cookie" to request</i> <i>Produce sounds of animals and familiar objects</i> <i>Names familiar people</i></p> <p>Combine words <i>Describe own actions; "___ jump"</i> <i>Make short sentences of two or three words: "Me go outside."</i></p> <p>Use sounds and words in social situations <i>Nod and shake head</i> <i>Pretend to talk on the toy phone</i> <i>Answer questions with yes or no</i></p> | <p>Express more complex ideas <i>In some languages, more complex ideas may be expressed w/o increasing number of words</i> <i>Talk about past and future events</i> <i>Ask what, why and where questions to get information</i></p> <p>Begin to follow some grammatical rules, although not always correctly <i>In English this may include:</i> <i>Add "s" to words when talking about more than one</i> <i>Use negatives</i> <i>Use adjectives in phrases – "big truck"</i> <i>Begin to use pronouns: mine, yours</i> <i>Use past tense – may make mistakes: say "runned" for "ran"; "goed" for "went"</i></p> <p>Initiate socially expected communication <i>Say "stop" when pushed by another child</i> <i>Make related comment during group conversation</i> <i>Answer questions about a story</i> <i>Take turns in simple conversations</i></p> <p>Speak clearly enough to be understood, most of the time</p> |

Beginning to Communicate

| Early Literacy: the infant/toddler begins to develop the foundations for early literacy | | | |
|--|---|---|--|
| Young infants (birth to 8 mo.) | Mobile infants (6-18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Show interest in books, pictures, songs and rhymes <i>Look at pictures in books</i> <i>Coo when hears singing</i> <i>Follow caregiver gaze to look at picture</i></p> <p>Explore books as objects <i>Mouth vinyl book</i> <i>Pat pages when held in lap with book</i></p> <p>Respond to rhythmic language in rhymes and songs <i>Calm or brightens to familiar songs</i> <i>Make sounds when looking at picture books</i></p> <p>Begin to develop eye-hand coordination <i>Wave arms when seeing a toy that excites</i> <i>Bat at, reach for, grasp or mouth objects placed in reach</i></p> <p>Manipulate materials with increasing precision <i>Grasp rattle and lets go</i> <i>Transfer and manipulates objects</i> <i>Pick up small toy with thumb and fingers</i></p> | <p>Begin to participate in stories, songs and fingerplays <i>Point at or name pictures or photos</i> <i>Make movements in response to cues</i> <i>Bring book to adult to read</i> <i>Make animal sounds when shown picture</i></p> <p>Explore books with interest <i>Look at pictures</i> <i>Manipulate books by looking, patting, pointing, turning pages</i> <i>Turn pages of a board book.</i></p> <p>Listen to stories for a short period of time <i>Watch while teacher does finger plays</i> <i>Sit in lap to listen to short story</i></p> <p>Experiment with grasp using a variety of writing tools <i>Hold a crayon in his fist to make random marks on paper</i> <i>Use palmar (fist) grasp to pick up objects</i></p> <p>Scribble spontaneously using large circular motions</p> | <p>Participate in stories, songs and fingerplays <i>Request favorite book</i> <i>Move rhythmically or attempt to sing along with familiar songs</i> <i>Verbally label pictures in a familiar book</i></p> <p>Begin to develop imitative reading <i>Turn pages and "tell story"</i> <i>Show preference for a favorite book or page</i> <i>Fill in words in familiar text</i></p> <p>Responds to early literacy activities <i>Listen attentively to familiar stories, rhymes and songs for a short period</i> <i>Request favorites</i></p> <p>Explore writing as a means of communication <i>Intentionally make marks on paper</i> <i>Explore various writing materials</i> <i>Imitate vertical lines made by an adult</i></p> | <p>Initiate and participate in stories, songs and fingerplays <i>Recite phrases from familiar songs or fingerplays</i> <i>Fill in words to repetitive stories or rhymes</i></p> <p>Begin to follow what happens in a story <i>Tell what happened next</i> <i>Laugh at a funny story</i> <i>Notice changes in a familiar story</i></p> <p>Show awareness of pictures and symbols in print <i>Name cereal brand or restaurant logo</i> <i>Name street signs in environment or pictures</i></p> <p>Demonstrate understanding that written symbols have meaning <i>Request adults to write for them</i> <i>Tell adult about drawing and ask adult to write story</i></p> <p>Start to use own drawings to represent objects and ideas <i>Pretend to take orders when playing restaurant</i> <i>Make a scribble picture and says "It's a dinosaur"</i></p> <p>Express creativity using skills for writing <i>Create squiggles and lines with shaving cream</i> <i>Use shapes and lines to represent words</i></p> |

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Infant/Toddler Early Learning Guidelines

Domain: Beginning to Build Concepts

A solid orange silhouette of a mountain range at the bottom of the page.

Domain: Beginning to Build Concepts

Domain Vignette:

Nine-month-old Kalila is busy crawling around the room at the child-care center. She crawls over to shelves and pulls toys off, sits herself down on the floor and bangs the toys together, laughing and smiling while looking at her teacher, Lauren. Clearly, Kalila feels very comfortable in her care setting and so is able to turn her attention to exploring her environment. Kalila's parents speak primarily in Arabic to her at home. At her teachers' request, they have provided the child care center staff with a number of simple words and familiar phrases they use with Kalila during play and caregiving routines. These familiar communication routines, along with the many non-verbal forms of communication used naturally in play help Kalila as she explores and makes discoveries about her environment. When Lauren pushes the buttons on the toy radio to make the music play, Kalila pushes the button in imitation of Lauren and moves her body as the music plays. When Lauren claps in approval, Kalila claps too. Today, Lauren covered up a baby doll with a blanket so that it couldn't be seen. Kalila crawled over and took the blanket off the baby. Lauren covered it again and Kalila uncovered it again. They played at this game back and forth several times.

(Kalila 's capabilities in Beginning to Build Concepts are clear as she explores her environment with curiosity and interest, demonstrates her understanding of cause and effect, imitating Lauren's actions, and shows her awareness of object permanence - the doll is still there when the blanket is removed. All of these are important cognitive skills that will eventually help Kalila deal with the abstract concepts that will help her learn many concepts in her preschool, kindergarten and elementary school years)

Domain Description:

The knowledge base for young children is only limited by their world around them. As they explore, they do so with great curiosity and delight. The young infant looks and observes, reaches out and touches the items and people that are in close range to her. As mobility develops, the older infant and toddler can extend his world and more actively explore his environment, noting similarities and differences in items and materials. The exploration of cause and effect begins with the very young as a baby notes the reaction to his or her own actions. The toddler becomes more purposeful in experimentation and more secure in the knowledge of object permanence. Concepts such as size, quantity, representation of thoughts and feelings and the development of problem-solving skills are all represented in this domain. Infants and toddlers are developing foundational skills that will serve them as they move into preschool and kindergarten academic experiences with literacy, numeracy and scientific conceptual understandings.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

When documenting observations, early educators keep their opinions and judgments out of their written descriptions. In this way, they collect factual evidence to support conclusions about what the child can do. They come to these conclusions after multiple observations of the child in action so that they are sure that they know the child's capabilities well.

Keep in Mind

While development generally proceeds through a predictable sequence of milestones, there is wide variation in the pace at which milestones may be achieved. Adaptations and accommodations may be needed to support learning.

Beginning to Build Concepts

| Exploration and Discovery: The infant/toddler inquires about the world and experience the properties of things | | | |
|--|---|--|--|
| Young infants (birth to 8 mo.) | Mobile infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Observe to learn about the environment <i>Respond to light and patterns</i> <i>Focus on faces and objects in close range</i> <i>Visually follow movements of objects and people</i></p> <p>Explore attributes of materials <i>Make sound with rattles, bells, etc</i> <i>Pat textures on play mat</i> <i>Play with fingers and toes</i> <i>Reach and grasp objects</i></p> | <p>Explore size and shape <i>Play with toys and objects of different sizes and shapes</i> <i>Put toys into containers of different sizes</i></p> <p>Actively explore the environment <i>Explore space by moving self over, under and through objects</i> <i>Experiment with gravity by dropping items off high chair</i> <i>Participate in many sensory experiences using more than one sense</i></p> <p>Investigate new things in the environment <i>Reach out to touch grass or flowers</i> <i>Focus on stranger's face</i> <i>Interact with a new toy</i></p> | <p>Notice how items are the same or different <i>Point to matching or similar objects</i> <i>Begin to identify common shapes</i> <i>Sort and match with guidance</i> <i>Use play to try out how things go together</i></p> <p>Use sounds and simple words to describe things /ask questions about the environment <i>Imitate or match animal sounds</i> <i>Use "daddy" for all men</i> <i>Use one word questions: "Doggie?"</i></p> <p>Explore concepts of space <i>Play with toys that can be taken apart and put together</i> <i>Turn a puzzle piece to make it fit</i> <i>Attempt to climb into the doll cradle</i> <i>Crawl through a tunnel or into closed spaces</i></p> | <p>Notice and describe how items are the same or different <i>Use size words; compare sizes</i> <i>Group objects together that are the same in some way (matches, fills and dumps, sorts)</i> <i>Identify objects by touch in a feely bag</i> <i>Identify objects when told their use</i></p> <p>Begin to organize materials and information <i>Collect and organize materials for play</i> <i>Comment on pattern or sequence</i> <i>Arrange objects in a line</i> <i>Ask "why?"</i></p> <p>Show beginning interest in time and location <i>Ask when and where questions</i> <i>Anticipate familiar routines</i> <i>Arrange objects in simple patterns</i></p> |

Remember: You are likely to see the **behaviors indicators written in bold font** in most typically developing children at some point during the age ranges indicated. The ways in which children demonstrate these indicators can vary significantly. The ***examples written in italicized font*** are only some possible examples and should not be used as a checklist for any child or group of children. Be sure to ask parents and other family members for their ideas and observations about how their children show us what they know and can do.

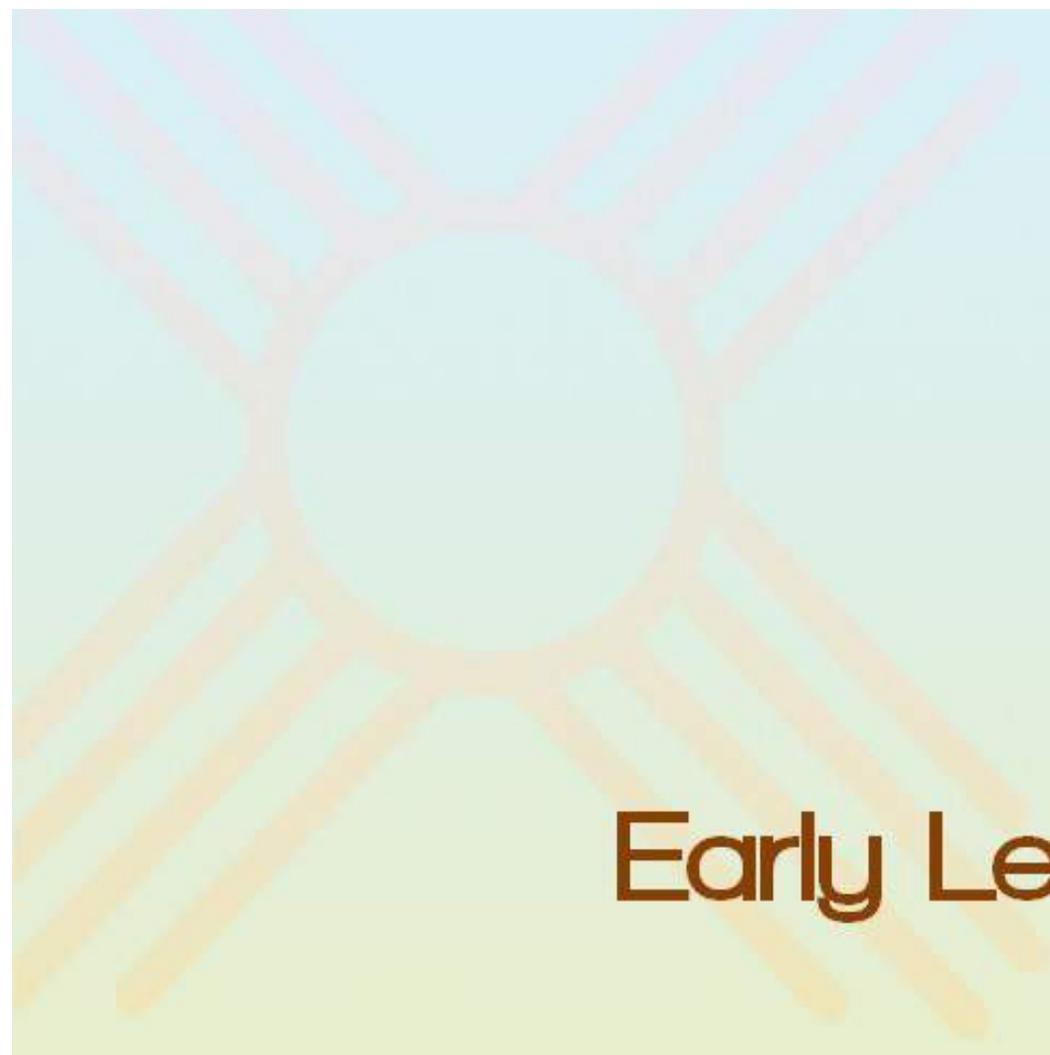
Beginning to Build Concepts

| Concept Development and Memory: The infant/toddler understands cause and effect, the permanency of things and beginning numeracy concepts | | | |
|--|---|---|--|
| Young infants (birth to 8 mo.) | Mobile infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Differentiate between familiar and unfamiliar people and objects <i>Smile at familiar sounds</i> <i>Display anxiety when a stranger is seen</i></p> <p>Imitates facial expressions immediately or later <i>Smile when caregiver returns</i></p> <p>Begin to know that objects still exist when out of sight <i>Look for dropped object</i> <i>Reach for partially hidden toy</i></p> <p>Repeat actions to get the same reaction <i>Continue to bat at crib toy to make a sound</i> <i>Smile at caregiver to get a smile back</i> <i>Drop object for caregiver to pick up repeatedly</i></p> | <p>Develop an awareness of quantity and size <i>Understand "more" in reference to food or play</i> <i>Order a few objects by size, with assistance</i></p> <p>Imitate other's actions, gestures and sounds <i>Push button on music toy after caregiver demonstrates</i> <i>Clap and laugh when caregiver does</i></p> <p>Demonstrates object permanence <i>Uncover a hidden toy</i> <i>Ask for something that is out of view</i> <i>Find something from the day before</i></p> <p>Observe and respond to different causes and effects <i>Play with a "busy box" or other cause and effect toy</i> <i>Use a variety of actions to explore a ball</i></p> | <p>Develop an increasing awareness of quantity and size <i>Understand amount words such as more, less and another, all gone</i> <i>May notice if one group of crackers has more than another or choose the bigger piece of something</i> <i>Attempt to put large objects into small boxes</i></p> <p>Demonstrate a more complex level of object permanence <i>Know where items belong</i> <i>Find items without needing to see them hidden</i> <i>Initiate a hiding game</i></p> <p>Experiment with more complex cause and effect play <i>Observe what happens when a tall tower is built</i> <i>Poke, squeeze, push and pull objects to see what will happen</i> <i>Use trial and error to stack rings together</i></p> | <p>Demonstrate beginning number and measurement concepts <i>Begin to use 1-1 correspondence in play and routines</i> <i>Explore measuring tools</i> <i>Use some number words</i> <i>"Count" objects, although not necessarily correctly</i></p> <p>Experiment with effect of own actions on objects and people <i>Watch for reaction when doing something that is not allowed</i> <i>Observe blocks as a tower grows taller</i></p> <p>Expresses understanding of cause and effect <i>State, "Baby fall. She cry."</i> <i>Take tissue to sneezing mom.</i></p> <p>Show increasing knowledge and memory for details and routine <i>Talk about past events; remember places</i> <i>Imitate behavior seen in another place and time e.g. plays "birthday"</i></p> |

Beginning to Build Concepts

| Problem Solving and Use of Symbols: The infant/toddler finds solutions and represent thoughts and feelings in creative ways | | | |
|---|---|---|--|
| Young infants (birth to 8 mo.) | Mobile infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Experiment with self-soothing <i>Suck own fist</i> <i>Watch own fingers</i></p> <p>Use simple actions to make things happen <i>Cry to get caregiver attention</i> <i>Shake rattle to make noise</i></p> <p>Respond to music or chanting <i>Quiet when hears familiar tune</i> <i>May calm to familiar chant</i></p> | <p>Begin to solve simple problems <i>Crawl around toys rather than over them</i> <i>Pull string to bring toy closer</i></p> <p>Use simple tools <i>Climb on stool to reach toy</i> <i>Use a bucket to carry things</i></p> <p>Use a person or object to solve a problem <i>Use a stick to get a ball that is stuck under the couch</i> <i>Get caregiver to help wind up car</i></p> <p>Play with dramatic play materials <i>"Talk" on the toy phone</i> <i>Feed the baby</i></p> <p>Begin to use art media <i>Use brush with water and makes strokes</i></p> <p>Express self by moving to music <i>Bounce to familiar music</i></p> | <p>Solve simple problems using logical reasoning <i>Try to fit square shape into a round hole, big item into small box)</i> <i>Get a toy broom to clean up</i> <i>Use a push or pull toy</i> <i>Experiment with new uses for familiar objects-e.g. use a banana for a phone</i></p> <p>Begin to express self creatively <i>Move rhythmically to familiar songs</i> <i>"Name" scribble drawings</i> <i>Explore using different art materials</i> <i>Use an object to represent something else during play</i> <i>Try out new ways to get dressed</i></p> | <p>Demonstrate increased problem solving ability <i>Purposefully use trial and error to solve problems</i> <i>Use tools to experiment: uses a toy hammer to "fix" a toy car</i> <i>Find creative ways to solve a problem</i></p> <p>Represent thoughts and feelings in a variety of ways <i>Use words or actions to portray a real or imaginary role</i> <i>Act out simple stories with adult support</i> <i>Draw a picture and tell a story</i> <i>Participate in music through movement, dancing and gestures</i> <i>Experiment with art media</i></p> |

Remember: You are likely to see the **behaviors indicators written in bold font** in most typically developing children at some point during the age ranges indicated. The ways in which children demonstrate these indicators can vary significantly. The ***examples written in italicized font*** are only some possible examples and should not be used as a checklist for any child or group of children. Be sure to ask parents and other family members for their ideas and observations about how their children show us what they know and can do.

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Infant/Toddler Early Learning Guidelines

Domain: Beginning to Move and Do

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Domain: Beginning to Move and Do

Domain Vignette:

In her class of eighteen- to twenty-four-months- old children, Colleen has noticed many differences in the children's use of their small and large muscles. Today, she brought out a tub of rubber pegboards with large, colored pegs and put it on the floor. Five children swarmed around the tub, trying to get the materials. Colleen assured them that she would give them each a pegboard and pegs, but they were impatient. Brian grabbed for the tub and fell backwards on his bottom. He easily stood back up, moved away from the group and sat down in a space where he could work by himself. Colleen made sure he had several pegs and watched as he placed each peg into a hole. She commented on the colors as he did so. Sofia reached into the tub, pulled out two pegboards, walked across the room and placed them on the table. Then, she ran back to the tub to get pegs and attempted to carry three or four in her fists back to the table. She dropped some and went back and forth, bending down to pick up those on the floor and getting more from the tub, until she had several on the table. She then tried to put them into the holes on the boards, but was not always successful.

(Both Brian and Sofia are showing their capabilities in moving their bodies - their large muscle skills - as well as in manipulating objects with their hands and fingers - their small muscle or fine motor skills. They are demonstrating increasing balance and control as they move in the room. Brian is more easily able to manipulate the pegs in the boards while Sofia is still working on developing the eye-hand coordination needed to be successful with the task.)

Domain Description:

Young children's future health and well-being are directly related to the development and strengthening of both their large and small muscles. The youngest infants are immobile, but developing strength in holding their heads up and gaining control of their arms and legs. As they learn to crawl and walk, young ones begin to demonstrate coordination and balance that increases and strengthens. The ability to coordinate hands and eyes and to manipulate objects for various purposes is an important developmental task that helps children use a variety of tools such as feeding utensils and drawing materials, begin to undress and dress themselves and attend to their personal needs.

Keep in mind that while most infants and toddlers will demonstrate these behaviors at some point during the age ranges indicated, many aspects of children's movement development (including the timing of achieving motor milestones) depend on biological as well as environmental factors, influenced by experiential, child-rearing, and cultural practices. (Karasik, L. B., Adolph, K. E., Tamis-LeMonda, C. S., & Bornstein, M. (2010). WEIRD walking: Cross-cultural differences in motor

development. *Behavior and Brain Sciences*, 33, 95-96; Thelen, E. (1993). Timing and developmental dynamics in the acquisition of early motor skills. In G. Turkewitz and D. A. Devenny (Eds.), *Developmental time and timing* (pp. 85-104). Hillsdale, NJ: Erlbaum; Cintas, H. M. (1989). Cross cultural variation in infant motor development. *Physical & Occupational Therapy in Pediatrics*, 8 (4), 1-20. DOI: 10.1080/J006v08n04_01)

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Tying observations to the Early Learning Guidelines helps teachers determine what the child *can* do and what's next in developmental expectations. By knowing what comes next in the continuum, a teacher can plan activities that challenge the child at just the right level for him or her. Then, she can provide scaffolding and support to help the child move towards those next steps.

Keep in Mind

Development begins in the pre-natal period and extends throughout life. The early years are an unparalleled time of rapid growth, particularly in sensory, physical and brain development. Optimal development occurs when families are supported in providing for the health and nutrition of their young child combined with nurturing and responsive care. Program planning works best when early childhood professionals support the family's goals for the child and work in partnership with them.

Beginning to Move and Do*

| Large motor: The infant/toddler moves her body to achieve a goal | | | |
|--|---|---|---|
| Young infants (birth to 8 mo.) | Mobile Infants (6-18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Gain control of head and body <i>Turn head from side to side</i> <i>Hold head up when placed on stomach</i> <i>Push chest and head off floor</i> <i>Roll over to get closer to a toy</i> <i>Sit with support, then without</i></p> <p>Move body, arms and legs with increasing coordination <i>Support self on hands</i> <i>Use arms and legs to move forward and backward when on stomach or back</i> <i>Rock forward and backward on hands and knees</i> <i>Begin creeping and crawling</i> <i>Crawl through and around objects</i></p> | <p>Begin to control movements using arms and legs <i>Scoot on bottom</i> <i>Use furniture to pull from sitting to standing or to lower self</i> <i>Throw a ball or other object</i> <i>Walk while holding on to furniture or people</i></p> <p>Demonstrate beginning coordination and balance <i>Sit and maintains balance while playing with a toy</i> <i>Crawl on hands and knees</i> <i>Stand without support</i> <i>Climb up, then down stairs</i> <i>Walk with help, then alone</i></p> | <p>Demonstrate increasing large motor control <i>Begin to run awkwardly</i> <i>Walk up stairs holding a hand</i> <i>Kick a beach ball</i></p> <p>Demonstrate increasing coordination and balance <i>Try to move a riding toy using feet</i> <i>Squat to look at things down low</i> <i>Push a toy cart or pull a wagon</i> <i>Throw or kick a large ball</i></p> | <p>Demonstrate coordination, balance and control in a variety of ways <i>Walk easily or run from place to place</i> <i>Jump into puddles or piles of leaves</i> <i>Climb on chair or stool to reach objects</i> <i>Walk on tiptoes</i> <i>Climb stairs alternating feet</i> <i>Ride a trike with pedals</i> <i>Participate in large motor games such as dance and Ring around the Rosey</i></p> |

*Accommodations or adaptations such as use of special equipment may be required for some children.

Beginning to Move and Do

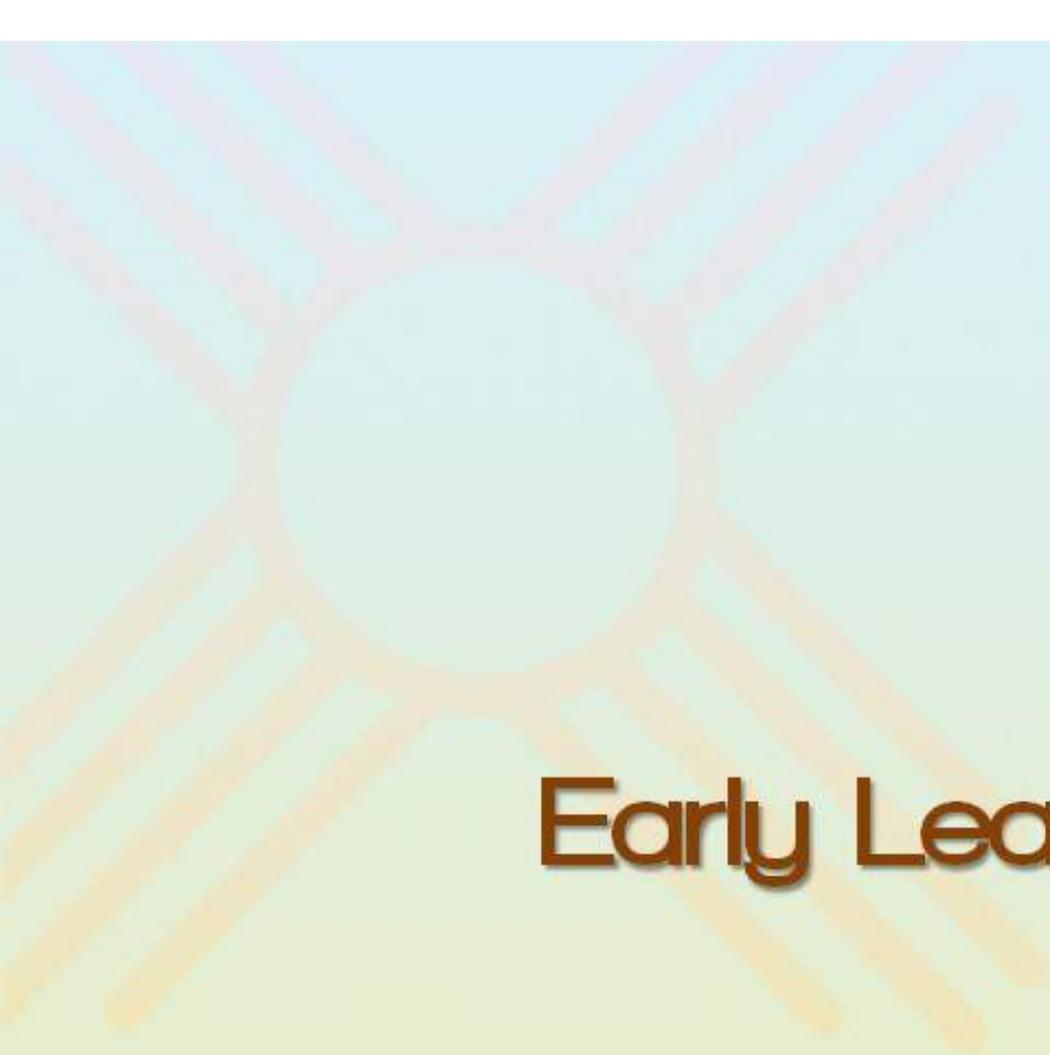
| Fine motor: The infant/toddler manipulates objects and uses simple tools | | | |
|---|--|---|---|
| Young infants (birth to 8 mo.) | Mobile Infants (6-18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Use hands or feet to make contact with objects or people <i>Reach for mother's face</i> <i>Hit or kicks at mobile</i> <i>Put fingers in mouth</i> <i>Grasp dad's finger</i></p> <p>Begin to coordinate hand and eyes <i>Gaze at familiar face</i> <i>Follow toys with eyes</i> <i>Reach for or swipe at toy</i> <i>Look at toy in hand while bringing it to mouth</i></p> <p>Show growing control of hand and fingers <i>Pick up and place objects</i> <i>Drop items into container</i> <i>Mimic hand clapping or waving</i></p> | <p>Use hands to explore objects with variety of actions <i>Push and pull toys</i> <i>Bang blocks together</i> <i>Pat the textures in a feely book</i></p> <p>Gain control of hands and fingers <i>Pick up finger food between thumb and finger</i> <i>Turn object with hand</i> <i>Transfer toy from one hand to another</i> <i>Hold the drum with one hand and bang it with the other</i></p> <p>Build on beginning eye-hand coordination <i>Hold crayon and makes dots</i> <i>Stack two or three blocks</i> <i>Try to put shapes into shape box</i></p> | <p>Use hands and fingers in more complex and refined ways <i>Squeeze a sponge to watch the water drip</i> <i>Roll, pound or squeeze dough</i> <i>Turn pages of a book one by one</i></p> <p>Begin to use simple tools <i>Use spoon to feed self</i> <i>Scribble or imitate marks with crayons</i></p> <p>Show increasing eye-hand coordination <i>Pull apart pop beads</i> <i>String large beads</i> <i>Line up blocks</i> <i>Imitate a vertical stroke</i></p> | <p>Coordinate several senses <i>Do hand motions to finger plays</i> <i>Tear paper to make a collage</i></p> <p>Use simple tools independently <i>Draw with markers</i> <i>Use tools with playdough</i> <i>Snip paper</i></p> <p>Demonstrate eye-hand coordination <i>Complete simple puzzles</i> <i>Put together and take apart items such as Legos, links, etc.</i> <i>Wind toy with a pincer grasp</i></p> |

Remember: You are likely to see the indicators written in bold font in most typically developing children at some point during the age ranges indicated. The ways in which children demonstrate these indicators can vary significantly. The ***examples written in italicized font*** are only some possible examples and should not be used as a checklist for any child or group of children. Be sure to ask parents and other family members for their ideas and observations about how their children show us what they know and can do.

Beginning to Move and Do

| Self help skills: The infant/toddler begins to care for self and practice personal safety. | | | |
|--|--|--|--|
| Young infants (birth to 8 mo.) | Mobile Infants (6-18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Begin to regulate themselves <i>Coordinate sucking, swallowing and breathing while feeding</i> <i>Establish a sleeping and eating pattern</i> <i>Suck fingers or pacifier for comfort</i></p> <p>Begin to help with feeding, dressing and personal hygiene <i>Turn toward bottle or breast</i> <i>Begin to feed simple finger foods</i> <i>Hold own bottle</i> <i>Pick up dry cereal with fingers</i> <i>Lift arms when getting shirt put on or off</i></p> | <p>Show beginning awareness of personal needs <i>Vocalize when needs to be changed</i> <i>Crawl to get blanket when tired</i> <i>Point to bottle when thirsty</i></p> <p>Help with feeding, dressing, personal hygiene <i>Remove socks and loose clothing</i> <i>Hold powder during diaper change</i> <i>Help to feed self, holding spoon or cup</i></p> <p>Understand safe and unsafe situations <i>Respond to "hot" or "no" when told</i> <i>Accept suggestions for redirection</i></p> | <p>Begin to attend to personal needs <i>Ask for a snack</i> <i>Tell a peer, "Move away"</i> <i>Point to crib or use words to signify being tired</i></p> <p>Show increasing abilities in feeding, dressing and personal hygiene <i>Drink from sippy cup</i> <i>Remove hat and mittens</i> <i>Zip or unzip a large zipper</i> <i>Wash hands with help</i></p> <p>Participate in safety routines <i>Hold parent's hand outdoors or on stairs</i> <i>Learn to stop when told "stop"</i></p> | <p>Show increased attention to personal needs <i>Pull at pants or gives signs of needing toilet</i> <i>Open door by turning handle</i> <i>Assert independence: "Me do!"</i></p> <p>Show increasing independence in personal care <i>Feed self without help</i> <i>Dress themselves with help for the hard things</i> <i>Pour own milk from small pitcher</i> <i>Drink from open cup</i></p> <p>Participate in healthy care routines <i>Brush teeth with supervision</i> <i>Wash hands independently**</i> <i>Get tissue when nose is running</i></p> <p>Pay attention to safety instructions <i>Climb into car seat when asked</i> <i>Pick up toys after playing</i></p> |

** Toddlers should still be supervised in hand washing for health reasons

A large, stylized sun graphic in the background, composed of a central circle and radiating lines, rendered in a light, faded orange color. The background is a gradient from light blue at the top to light yellow at the bottom, with a solid orange silhouette of hills at the very bottom.

Infant/Toddler Early Learning Guidelines

Domain: Approaches to Learning

Domain: Approaches to Learning

Domain Vignette:

Two-month-old Tessa is carefully studying her hands as she waves them in front of her face. Maria, her care provider, leans into view and Tessa smiles broadly as Maria sings and talks with Tessa. Tessa reaches out to explore Maria's face, feeling her nose and chin carefully. This goes on for over five minutes as Tessa uses her curiosity and initiative to learn more about her world. Eighteen-month-old Calvin is outdoors with his toddler group and teacher, Cheyenne. He walks unevenly around the small playground, picking up leaves and throwing them in the air. He plops down in the sand and rubs his hands across the sand, sending a small cloud of dust flying. "Should we add some water to the sand?" Cheyenne asks as she brings a pail of water to Calvin. She pours some water on the sand and Calvin reaches in and splashes in the puddle before it is soaked up. "Yay!" Cheyenne says. Calvin claps his hands and says, "More!" They repeat the pouring and splashing for a few minutes, then, as other toddlers join them, Cheyenne gets shovels for all and they dig in the wet sand. Calvin periodically picks up clumps of wet sand and squeezes it between his hands. "Now, it's wet sand, isn't it?" Cheyenne asks. "It's cool and not so dusty." "More wa-wa!" Calvin calls out and Cheyenne pours more from the pail into the sand pile. This exploration goes on for over fifteen minutes.

(Both Tessa and Calvin are demonstrating their Approaches to Learning by showing curiosity in exploration and using their senses to explore their environment. They are focusing on what's interesting to them - for Tessa, it's her caregiver's face; for Calvin, it's the wet sand.)

Domain Description:

This domain reflects dispositions toward learning which may or may not be a direct outgrowth of a child's temperament. Caring adults can encourage the development of each disposition, thus providing a strong foundation for later learning. The dispositions in **Approaches to Learning** include:

- **Curiosity** -refers to the very young child's growing interest in her environment
- **Initiative** - refers to the infant/toddler's willingness to initiate and engage in actions and interactions
- **Creativity** - looks at the very young child's developing capacity for inventiveness
- **Persistence** - refers to the growing motivation to continue a task until completion or mastery
- and **Problem Solving** - looks at the ways even very young children attempt to find ways to meet their needs and wants

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Teachers learn about children by observing them in action in many situations and experiences. Parents and family members can contribute information to a teacher's observations. Talking with families can be very helpful in learning more about the child's experiences outside of the early childhood program. Home visits can broaden the perspective of the early childhood professional and help her to learn more about the family's culture and values. Sensitivity and respect for family members' goals for the child will help build a partnership that will benefit the child.

Keep in Mind

Every child needs consistent, predictable, reliable and responsive adults who are available to them both emotionally and cognitively. Nurturing and responsive relationships provide the foundation for healthy growth and development. They help children develop a sense of security and trust. Infants and toddlers learn through reciprocal communication and interactions with adults in the context of routine care, play, and within an appropriate developmental environment.

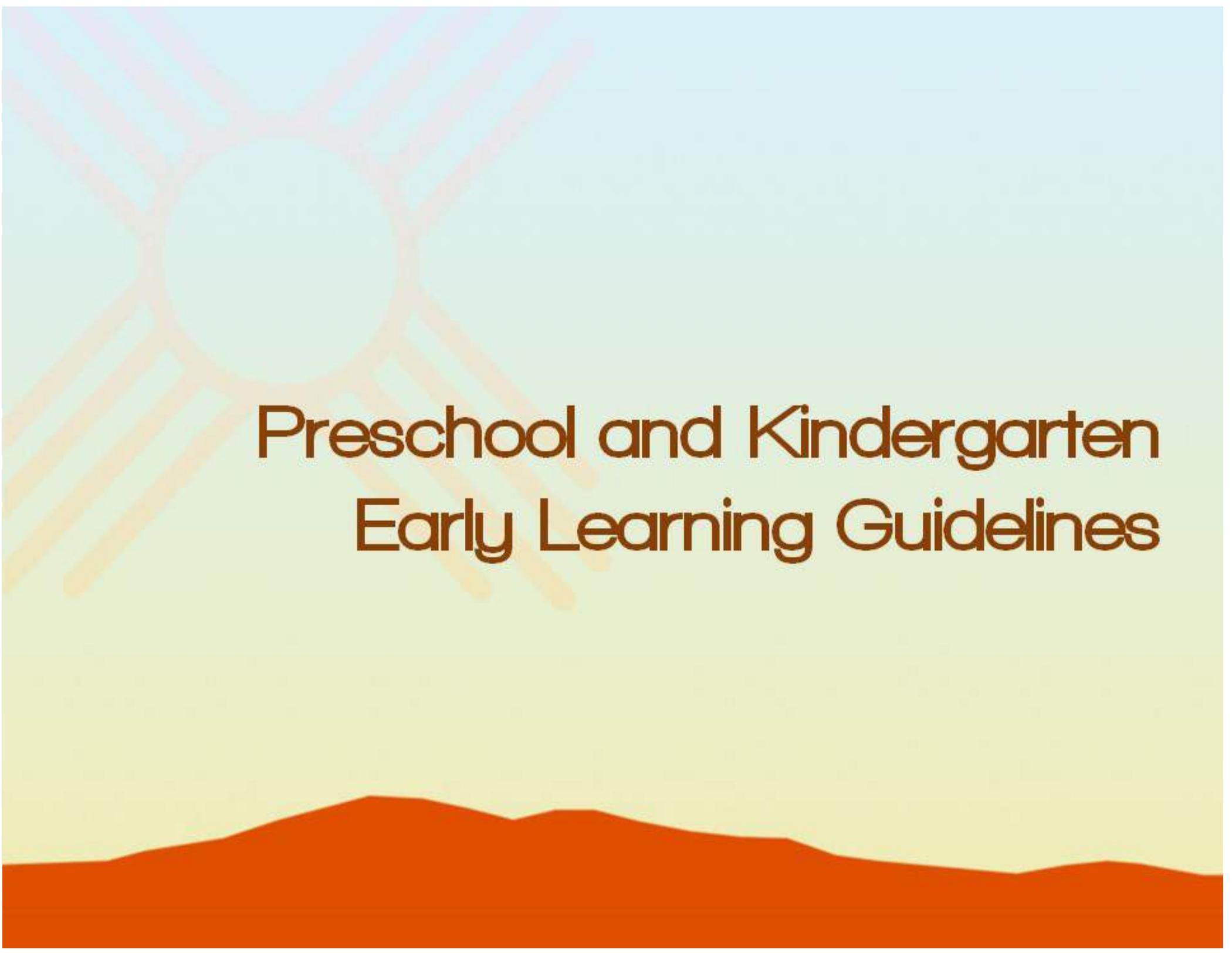
Approaches to Learning

| The infant/toddler demonstrates curiosity, initiative, persistence, imagination and problem solving in his or her everyday activities | | | |
|---|--|---|---|
| Young Infants (birth to 8 mo.) | Mobile Infants (6 to 18 mo.) | Young Toddlers (16-24 mo.) | Older Toddlers (24-36 mo.) |
| <p>Show curiosity and interest in people, objects and events <i>React to new voices and sounds by turning, quieting or getting more active, or facial expression</i> <i>Explore environment through mouthing, kicking, waving, watching</i></p> <p>Begin to demonstrate initiative <i>Engage adults in interactions</i> <i>Repeat interesting actions</i></p> <p>Demonstrate creativity by exploring objects in multiple ways <i>Observe hands and feet</i> <i>Mouth, shake and bang objects</i></p> <p>Begin to focus on interesting things: show persistence <i>Hold attention of caregiver through gaze or vocalization</i> <i>Track movement of interesting object</i></p> <p>Begin to use senses to solve problems <i>Look for a person who disappears from sight</i> <i>Cry to get needs met</i></p> | <p>Demonstrate curiosity by using senses to explore the environment <i>Manipulate objects that give responses</i> <i>Venture out using motor skills to explore the environment</i> <i>Play with a variety of sensory materials</i></p> <p>Demonstrate initiative by showing likes and dislikes <i>Select a toy or book from several choices</i> <i>Express desire to feed self</i></p> <p>Use creative expression in beginning role play <i>Pretend to talk on the telephone</i> <i>Give baby a bottle</i> <i>Pretend to pat tortilla</i></p> <p>Focus longer on interesting things; respond to order and routine and notice changes <i>Repeat filling and dumping activity over and over</i> <i>Notice changes to words in favorite story</i></p> <p>Begin to find different ways to solve problems <i>Imitate caregiver action such as pushing a button to make music</i> <i>Gesture caregiver to pick him up to reach toy on a shelf</i></p> | <p>Demonstrate curiosity by using all senses to explore new things in the environment <i>Listen carefully to sounds objects make</i> <i>Engage with objects that light up or move</i> <i>Move towards something new to observe and/or interact with it</i></p> <p>Demonstrate preferences and make independent choices <i>Choose when offered two different snacks</i> <i>Begin to show preferences, for example, sneakers over sandals, apple juice over grape juice.</i></p> <p>Engage in more complex pretend play based on everyday events <i>Pretend to cook and offer food</i> <i>Use a dump truck to carry things</i></p> <p>Engage in activity towards a goal <i>Retrieve toy that is out of sight</i> <i>Pushes button to make a noise</i> <i>Lift flaps on pop-up books</i></p> <p>Demonstrate more complex problem solving skills <i>Attempt to stack or nest cups</i> <i>Take objects apart and try to put them together</i></p> | <p>Actively attempt to learn new things they are curious about <i>Ask "why?" to learn more about the world</i> <i>Explore objects to find out how they work</i></p> <p>Show initiative by making choices and taking risks <i>Initiate imaginative play with others</i> <i>Choose one activity over another and pursue it for a short period</i></p> <p>Pretend and use creativity and imagination during play <i>Invent new uses for everyday objects</i> <i>Try out a role that has not been observed</i></p> <p>Persist toward a goal with an activity, object, or toy <i>Resist adults attempts to help</i> <i>Attempt task for several minutes before requesting help</i></p> <p>Begin to find novel solutions to problems <i>Use trial and error to solve a problem, such as balancing blocks</i> <i>Use objects as tools, for example, stands on a toy truck to reach an object on a counter</i></p> |

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Alignment of Infant/Toddler and 3-Year-Old through Kindergarten Guidelines

| Infant/Toddler Domains | 3-Year-Old through Kindergarten Domains |
|--|--|
| Beginning to Know About Ourselves and Others Relationships with adults Relationships with peers Self awareness Self control | Self, Family and Community |
| Beginning to Communicate Listening and Understanding Speaking and Communicating Foundations for Reading Foundations for Writing | Literacy |
| Beginning to Build Concepts Exploration and Discovery Concept Development and Memory Problem Solving and Use of Symbols | Scientific Conceptual Understandings Numeracy |
| Beginning to Move and Do Large motor development Fine motor development Self help skills | Physical Development, Health and Well-Being |
| Approaches to Learning | Approaches to Learning |
| Aesthetic creativity is integrated into other areas, especially "problem solving and use of symbols" | Aesthetic Creativity |

The background features a stylized sun with rays in the upper left corner, rendered in shades of light blue and orange. The bottom of the image shows a silhouette of orange mountains against a light yellow and blue gradient sky.

Preschool and Kindergarten Early Learning Guidelines

Introduction to the Preschool and Kindergarten Early Learning Guidelines

The Preschool and Kindergarten Early Learning Guidelines include twenty-eight broad outcomes for development ranging across seven domains. Imbedded in those broad outcomes are performance indicators - observable descriptions of child behavior that demonstrate some aspect of that outcome. There are sixty-seven indicators.

These outcomes and indicators encompass the development of the *whole* child so that children's cognitive skills and capabilities are included along with their social and emotional, motoric and creative ones as well. The outcomes and indicators build toward the New Mexico Kindergarten Standards. These standards are identified as the highest levels of the Early Learning Guidelines Essential Indicators with Rubrics. There are twenty-five Essential Indicators (again crossing seven domains) that have been selected from the full set of sixty-seven.

Alignment across Systems

The New Mexico Early Learning Guidelines have been aligned across systems. This alignment of indicators enables classroom teachers with children funded by multiple systems to observe, document and report children's growth, development and learning using the same criteria. Most importantly, this alignment provides common criteria that can be used as the foundation for appropriate planning and curriculum development for all children in the class.

Indicators that reflect this alignment are designated with the following symbols:

- New Mexico PreK and Title I
- ▲ "619" Early Childhood Special Education
- Head Start

You will find all of the outcomes and indicators on the following pages with the Essential Indicators marked with the appropriate symbols to show this alignment across systems.

| Domain | Outcome | Indicator |
|--|---|---|
| Physical Development, Health and Well-Being | #1 The child independently uses gross motor control including balance, spatial awareness and stability. |  1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters. |
| | #2 The child independently uses fine motor skills. |  1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e., "Duck, Duck, Goose"). |
| | #3 The child's behavior demonstrates health and hygiene skills. |    2.1 Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping. 2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects, and when dressing and undressing. 2.3 Holds writing tool in pincer grasp to draw, scribble write, make letter-like shapes and/or letters. |
| | #4 The child demonstrates safe behaviors in increasing numbers of situations. | 3.1 Shows increasing awareness of hygiene in handwashing, toileting, and/or dental hygiene. 3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest). 4.1 Identifies potentially harmful objects, substances and behaviors. 4.2 Increasingly follows classroom, school and safety rules most of the time. |

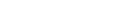
| Domain | Outcome | Indicator | |
|---|---|---|--|
| Literacy | #5 The child demonstrates development and expansion of listening skills. | ■ ▲ ● | 5.1 Listens with understanding to directions and conversations. |
| | | 5.2 Follows directions with increasing complexity. | |
| | | ■ ▲ ● | 5.3 Hears and discriminates the sounds of language in words to develop phonological awareness. |
| | | 5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books. | |
| | #6 The child communicates experiences, ideas and feelings through speaking. | ■ ▲ ● | 6.1 Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences. |
| | | 6.2 Asks and answers relevant questions. | |
| | | 6.3 Engages in conversations that develop a thought or idea. | |
| | #7 The child engages in activities that promote the acquisition of emergent reading skills. | ■ ▲ ● | 7.1 Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text. |
| | | ■ ▲ ● | 7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments. |
| | | 7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right). | |
| | | ■ ▲ ● | 7.4 Progresses in understanding and using concepts of print. |
| | #8 The child engages in activities that promote the acquisition of emergent writing skills. | ■ ▲ ● | 8.1 Experiments with a variety of writing tools, materials, and surfaces. |
| 8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas. | | | |
| 8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing. | | | |

| Domain | Outcome | Indicator |
|-----------------|---|---|
| Numeracy | #9 The child understands numbers, ways of representing numbers and relationships between quantities and numerals. | 9.1 Uses one-to-one correspondence in counting increasingly higher groups of objects. 9.2 Uses numbers and counting as a means for solving problems and determining quantity. 9.3 Recognizes some numerals. |
| | #10 The child demonstrates understanding of geometrical and spatial concepts. | 10.1 Recognizes, names, describes, compares and creates familiar shapes. 10.2 Describes and interprets spatial sense and positions. |
| | #11 The child demonstrates an understanding of non-standard units to measure and make comparisons. | 11.1 Compares and uses language relating to time with increasing accuracy. 11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy. 11.3 Demonstrates emerging knowledge of measurement. |
| | #12 The child demonstrates the ability to investigate, organize, and create representations. | 12.1 Sorts, classifies, and groups materials by one or more characteristics. 12.2 Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences. |

| Domain | Outcome | Indicator |
|-----------------------------|--|--|
| Aesthetic Creativity | #13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic). | 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). |

| Domain | Outcome | Indicator |
|--|--|--|
| Scientific Conceptual Under-Standings | #14 The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions. | 14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. 14.2 Asks questions about the physical and natural worlds. 14.3 Makes predictions and forms hypotheses. 14.4 Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances). |
| | #15 The child acquires scientific knowledge related to life sciences. | 15.1 Explores, observes, and describes a variety of living things and distinguishes from non-living things. 15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment. |
| | #16 The child acquires scientific knowledge related to earth science. | 16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment. |

| Domain | Outcome | Indicator |
|-----------------------------------|---|--|
| Self, Family and Community | #17 The child exhibits self-awareness. | 17.1 Expresses needs and/or stands up for own rights. 17.2 Makes choices and expresses likes and dislikes. 17.3 Identifies own gender, family and culture. 17.4 Expresses cultural influences from home, neighborhood and community. |
| | #18 The child demonstrates self-control. | 18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations). 18.2 Increasingly expresses feelings through appropriate gestures, actions, and language. |
| | #19 The child demonstrates personal responsibility. | 19.1 Cares for personal and group possessions. 19.2 Begins to accept the consequences of his or her own actions. |
| | #20 The child works cooperatively with other children and adults. | 20.1 Plays and interacts with various children, sharing experiences and ideas with others. 20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts. |
| | #21 The child develops relationships of mutual trust and respect with others. | 21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness. 21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed. 21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures. |
| | #22 The child demonstrates knowledge of neighborhood and community. | 22.1 Identifies, discusses and dramatizes duties of a variety of common community occupations. 22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities. |

| Domain | Outcome | Indicator | |
|-------------------------------|--|--|--|
| Approaches to Learning | #23 The child is open and curious to learn new things. |  | 23.1 Demonstrates eagerness to find out more about other people. 23.2 Shows interest in exploring the environment, learning new things and trying new experiences. |
| | #24 The child takes initiative. |  | 24.1 Initiates interaction with peers and adults. 24.2 Develops increasing independence during activities, routines, and play. |
| | #25 The child exhibits imagination and creativity. |  | 25.1 Tries new ways of doing things. 25.2 Uses imagination to generate a variety of ideas. 25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences. |
| | #26 The child shows confidence. |  | 26.1 Demonstrates increasing self-confidence through interactions with others. |
| | #27 The child displays persistence and pursues challenges. |  | 27.1 Focuses and completes a variety of tasks, activities, projects, and experiences. 27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels). |
| | #28 The child uses problem-solving skills. |  | 28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults. |

A large, stylized sun with rays is positioned in the upper left quadrant of the slide. The sun is a light blue circle with rays extending outwards in various directions, some straight and some curved. The background is a light blue to yellow gradient.

Preschool and Kindergarten Early Learning Guidelines

Essential Indicators with Rubrics

Domain: Physical Development,
Health and Well-Being (Fine Motor)

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Domain: Physical Development, Health and Well-Being (Fine Motor)

Domain Vignette:

In her preschool classroom for 3-, 4- and 5-year-olds, Olivia has an art center that is well-stocked with many materials and tools so that children can make their own unique creations, using their imaginations and their fine motor skills to the fullest. She has organized the area in such a way that the children can choose from the shelves the materials that they want to use for their artistic endeavors and can easily put things away when they are finished. Olivia has tubs full of different colors and kinds of papers, fabrics, ribbons, and small objects (such as shells, buttons and sequins). She has a basket filled with different kinds of scissors (including those with outer handles for an adult's hand to guide the child's) and hole punchers. Another basket contains glue sticks as well as clear tape and masking tape. Markers, colored pencils, crayons and pens are available. And, the name cards with the children's names written on them are provided so that children can label their own collages or drawings.

Olivia is watching in the art area today as three-year-old William is working along-side five-year-old Dominic. Dominic is using scissors and snipping tiny pieces of colored paper - then gluing them onto his paper. He picks up each piece using a pincer grasp. Sometimes, it takes him more than one try to do so - but he persists. Periodically, he counts the number of small pieces he has glued onto the paper. "One, two, three..." he continues counting correctly, pointing to each piece until he reaches thirteen - then he says "twenty-teen".

William is also using scissors but is not being successful in cutting the paper he is holding in his hand. He turns the scissors upside down and tries that way with no luck. He puts them in his other hand (his left) and again is not successful. He pounds the table and says to Dominic, "I can't do it!" Dominic stops what he is doing and looks at William with a smile. "Sure you can, Will. Here, I'll help you." Dominic puts the scissors back in William's right hand and places his hand over William's and squeezes the scissors. A few cuts are made. "See, you can do it!" Dominic says. William is beaming with a big smile on his face. "Can I help you glue, Dominic?" William asks. "Sure!" Dominic passes some small pieces of paper to William, gets him a glue stick, and the two work side-by-side. William picks up the pieces by sweeping them off the table into his hand and then drops them onto a place on the paper where he has spread the glue. "Look, Dominic, I did this many." He says. Dominic asks, "How many?" William counts out loud without pointing "One, two, seven, ten! Hurray!" Both boys continue working side by side for ten minutes.

(Both William and Dominic are showing their capabilities in coordinating eye-hand movements. In addition, their capabilities in other domains are evident as well. They are also demonstrating their conversational language skills, understanding of counting and quantity, creativity, cooperation, independence, and focus on a task.)

Domain Description:

Developing fine motor skills, the ability to use the small muscles of the hands and fingers, is important as children move into the preschool years and on through kindergarten and elementary school. Many everyday tasks require coordination of these muscles including buttoning and zipping, tying shoes, manipulating small objects, using scissors and other tools as well as using writing implements to draw and write. As children turn three years of age, they tend to use a fistful grasp of objects more so than a pincer grasp. Through a variety of experiences with play dough, puzzles, attempts at self-dressing and experiments with cutting, drawing and writing, they become more dexterous and coordinated in their use of their hands and feel less frustration and more success in fine motor tasks.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Children show their fine motor skills in many tasks. Be alert and ready to observe when they choose to work with manipulatives like puzzles or connectors or put on their coats to go outside. Even snack time can be a time to see them use their smaller muscles of their hands as they pick up small pieces of food or coordinate their hands to pour juice without spilling.

Keep in Mind

Children do not develop at the same rate or pace, but rather each does so in his or her unique way. Some children have strengths in areas that go beyond their chronological age. And, most have areas that are not as strong. The New Mexico Early Learning Guidelines help early childhood professionals and parents and family members see an individualized picture of each child's capabilities.

Essential Indicators
Domain: Physical Development, Health and Well-Being (Fine Motor)

Outcome #2: The child independently uses fine motor skills.

Indicator 2.2 (Essential Indicator #1): Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects, and when dressing and undressing.

| 3-Year-Old Rubrics | | 4-Year-Old Rubrics | | | Kindergarten (5-Year-Old) Rubrics | | |
|--|---|--|--|--|--|---|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Works simple "insert" puzzles (e.g., completes simple puzzle, uses shape sorter box) and attempts to unzip, unbutton, untie and unsnap clothing with adult support and encouragement | Works simple "insert" puzzles (e.g., completes simple puzzle, uses shape sorter box) and attempts to unzip, unbutton, untie and unsnap clothing with minimal adult help | Uses larger beads and puzzle pieces but does not work with smaller pegs and items and unzips, unbuttons, unties and unsnaps clothing | Uses smaller beads, pegs and manipulatives and attempts to zip, button and snap clothing only with adult support and encouragement | Uses a variety of manipulatives with small pieces and zips, buttons and snaps clothing with no adult help most of the time | Uses smaller manipulatives to create or complete designs, structures, art, and puzzles and attempts to tie shoes with adult help | Uses smaller manipulatives with more control and consistent success to create or complete designs, structures, art, and puzzles and attempts to tie shoes with minimal adult help | Uses smaller manipulatives to create or complete increasingly complex designs, structures, art, and puzzles and ties shoes with success most of the time |

A large, stylized sun with a circular center and radiating lines, rendered in a light orange color, is positioned in the upper left quadrant of the page. The background is a light blue-to-yellow gradient.

Preschool and Kindergarten Early Learning Guidelines

Essential Indicators with Rubrics

Domain: Literacy

A solid orange silhouette of a mountain range with several peaks, located at the bottom of the page.

Domain: Literacy

Domain Vignette:

In Cathy's kindergarten classroom, children have many opportunities to see their names in print as well as expectations to write their names. They sign in each morning and write their names on their papers, drawings and art creations, and on labels for their block buildings or manipulative constructions. Name cards are available throughout the room so that children can easily see the correct formation of the capital and lower case letters in their names. And, names are displayed on the helper chart and on cubbies as well. What has intrigued Cathy is not just how well each child recognizes his or her own name - but also how they are learning to figure out the names of their classmates.

Today, Marianna announced that she was going to make a post office. Cathy offered her some materials to help: envelopes, different kinds of paper and stationery, many kinds of writing tools (pens, pencils, markers, crayons), stickers for stamps and an ink pad and stamp for cancelling postage. "We need a mail box," Marianna said. Cathy replied, "Hmmm. I wonder how we could make a mailbox?" Several children volunteered and began to call out what was needed. Cathy found a small, cardboard box. Joshua said, "We'll need a red flag to show there's mail," and went to the art area with Peter to make one. Tatiana helped Marianna organize all of the writing materials at a table. And, Cathy worked with Drew and Jose' to fix up the mail box. "Should it say 'U.S. Mail'?" she asked them. They both nodded - and worked with her to sound out the letters needed on the box as Cathy wrote them. Joshua and Peter returned with a red flag and tape and affixed it to the box.

"Okay, everybody," Marianna announced. "If you want to write a letter you have to come over here to the table. But if you want to mail it, you have to put it in the box. Then, the mailman will deliver the letters at circle time." "I want to be the mailman," Jose' said. Cathy asked him what he would need to be a mailman. "I need a hat and a bag." And the two of them went off to the dramatic play area to find the necessary items. "Mrs. Cathy, Mrs. Cathy," some of the children at the letter-writing table called out. "How do you spell 'Kevin'? How to you write 'my friend'?" As they sat waiting for Cathy to come over, Tatiana said, "I know. Let's get the name cards." She found them at the sign-in table and brought them over. "Here's Kevin's name." She gave it to Joe who had asked. "Who's your friend?" she asked Lilly. "You are!" Lilly replied. So, Tatiana gave her name card to Lilly.

The children's letters looked like this: on the stationery they wrote their own name; and on the envelope they wrote the name of their friend. Some added to their letters including drawings of hearts, suns, animals and people. Some wrote the word "love". Letters were sealed in the envelopes. Stamps were affixed. And, the letters were "mailed" in the mail box. Sure enough, at circle time, Jose' was wearing a police hat from dramatic play ("But I'm really a mailman" he assured everyone) and carried all of the letters in a large tote bag. He delivered the letters to the children named on the envelopes asking for

help when he couldn't decipher the writing. This post office play continued on and off for several weeks in Cathy's kindergarten classroom. Cathy made it more challenging by adding children's last names to a set of name cards. The children then wrote both first and last names much of the time on their letters and envelopes.

(The children are showing many of their capabilities in the Literacy domain including: listening and conversing, understanding and using concepts of print and writing meaningful print. In addition, their capabilities in other domains are evident as well. They are also demonstrating their creativity, their cooperation to extend a theme and expand on interests, their initiative, their ability to role play to re-enact real-life roles and to focus on a task.)

Domain Description:

Literacy encompasses all of the language arts: listening, speaking, reading and writing. In the preschool and kindergarten years, children learn skills that will be the foundation for their use of language throughout their lives. These skills will help them develop both receptive and expressive vocabularies as well as learn to read and to communicate through writing. Young children learn language by listening to others and further refine their vocabulary and understanding of the world around them by listening to a variety of books and stories. They begin to notice the sounds of language and may play with conventions such as rhyming or identifying similar sounds. They socialize through spoken language and learn to express their needs, wants, feelings and thoughts so that they can interact with others in satisfying ways. Their home language is their primary one. As teachers interact with children and families, respect and special attention is given to the home language so that each child can demonstrate his or her competence in listening and speaking to the fullest. As they listen and learn to talk, and as they are exposed to books and other reading experiences, they learn that words are meant for communication, that words represent things, ideas, feelings and that words help us organize our thoughts.

Children observe adults as they read and write and imitate their actions. Memorizing favorite stories, using picture and context clues, and beginning to notice the characteristics of written language (both letters and words) are all part of the foundational skills that will help them become able to decode written language for themselves in the elementary years. The more exposure to reading experiences such as listening to stories and enjoying rich children's literature, the more their love of reading and comprehension skills will develop. Imitating adult writing through scribbling, forming written marks and shapes, and eventually letters and words, leads to asking how words are spelled and attempting to use writing processes to represent their thoughts and ideas and to communicate with others. And, the home language may be the first and most developed in regards to reading and writing, as well. Teachers provide as many resources as possible in children's home languages.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Teachers observe children all the time. Even when they are interacting with children, helping them find materials, spell words, or complete a task, teachers are taking in information about what each child is doing. To be an effective observer and to remember what each child did and or said, teachers need to write down their observations. They can't possibly document *everything* they observe - so they choose observations that are most informative - perhaps the first time a child did something; or a time a child was challenged; or a time that represents what the child typically does.

Keep in Mind

Families transmit values, beliefs and a sense of belonging to their children. Because they do so primarily through their language, support of the development of home language is strongly encouraged by all involved in relationships with the child and his or her family. Assessment of language must be done in the language of the home.

Essential Indicators Domain: Literacy

Outcome #5: The child demonstrates development and expansion of listening skills.

Indicator 5.1 (Essential Indicator #2): Listens with understanding to directions and conversations.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|---|--|---|---|---|---|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Responds appropriately to simple commands (i.e., Stop, Sit down) | Follows through with one clear, simple direction with adult help (i.e., put this in the trash, get your coat) | Follows through with one clear, simple direction. (i.e., put this in the trash, get your coat) | Follows through with two clear, simple directions that involve a sequence of actions. | Follows through with more than two directions that involve a sequence of actions. | Follows through with more than 2 directions that become increasingly complex and may be accomplished over longer periods of time and responds to one part of a conversation appropriately | Follows increasingly complex directions and maintains the thread of a conversation with two appropriate responses | Follows increasingly complex directions and maintains the thread of a conversation with more than two appropriate responses |

Essential Indicators Domain: Literacy

Outcome #5: The child demonstrates development and expansion of listening skills.

Indicator 5.3 (Essential Indicator #3): Hears and discriminates the sounds of language in words to develop phonological awareness.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|---|--|--|---|---|--|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Participates in stories, songs and fingerplays with rhyming words or word patterns | Repeats rhyming words or word patterns in songs, poems and/or stories | May recite simple and familiar chants and rhymes or repeat alliterative language; does not make up own | Makes up own chants and rhymes and/or knows the beginning sound of his or her name | Is starting to make letter-sound associations | Makes many letter-sound associations with beginning consonants and compares sounds of words for rhyming or alliteration with adult assistance | Makes many letter-sound associations with beginning and ending consonants and compares sounds of words for rhyming or alliteration with minimal adult assistance | Consistently makes many letter-sound associations with beginning and ending consonants and compares sounds of words for rhyming or alliteration independently |

Essential Indicators Domain: Literacy

Outcome #6: The child communicates experiences, ideas and feelings through speaking.

Indicator 6.1 (Essential Indicator #4): Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|---|--|--|--|--|---|---|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Combines signs or words to describe what they are doing (i.e., "I jump"). | Combines 3 signs or words following the subject-verb-object word order | Uses 3-4 word sentences to express self | Uses 5-6 word sentences to express ideas | Uses complex questions and/or statements of 7 or more words to present and get information | Uses 2 connected sentences to express ideas and reply with relevant information to questions and comments of others | Uses 3 connected sentences to express ideas and reply with relevant information to questions and comments of others | Uses 4 connected sentences to express ideas and reply with relevant information to questions and comments of others |

Essential Indicators Domain: Literacy

Outcome #7: The child engages in activities that promote the acquisition of emergent reading skills

Indicator 7.1 (Essential Indicator #5): Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|---|---|---|--|---|--|---|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Shows interest in listening to an adult read a book (not necessarily listening to the whole book) and/or looks at books | Asks to listen to or look at the same story again and again | Listens to an adult read a book or chooses to look at books alone or with others less frequently than every day | Listens to an adult read a book or chooses to look at books alone or with others almost every day, making comments about illustrations | Listens to an adult read a book or chooses to look at books alone or with others almost every day and/or looks at books using the illustrations to tell the story and/or following along with familiar text (may not be accurate) | Selects a book to read or listen to, based on favorite author or topic of interest. Gives reasons for liking or disliking a book | Selects books to read or listen to of increasing length and variety, with adult assistance, to obtain purposeful information (Example: looks for books identifying bugs following a nature walk.) | Independently selects books to read or listen to of increasing length and variety to obtain purposeful information |

Essential Indicators Domain: Literacy

Outcome #7: The child engages in activities that promote the acquisition of emergent reading skills

Indicator 7.2 (Essential Indicator #6): Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|---|---|--|--|---|---|--|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Relates story content to own experiences, i.e., "Look, a dog" | Uses own experiences to make comments that may or may not follow along the story line | Listens to stories and responds by pointing to pictures, turning pages, and/or asking simple questions | Listens to stories and responds by asking related questions and/or making pertinent comments | Listens to stories and responds by asking related questions and/or making predictions or retelling stories read | Role plays main events of a story with puppets or other props | Demonstrates sense of story by identifying beginning, middle, end; characters; and details of plot | Answers questions that show comprehension of a story, including problems, solutions; fantasy vs. realism; cause and effect |

**Essential Indicators
Domain: Literacy**

Outcome #7: The child engages in activities that promote the acquisition of emergent reading skills

Indicator 7.4 (Essential Indicator #7): Progresses in understanding and using concepts of print.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|--------------------------------|---|---|--|--|---|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Identifies print in the environment, i.e., asking "What's that say?" | Identifies own name as a whole | Recognizes that letters of the alphabet can be individually named | Recognizes some of the letters in his or her own name | Recognizes letters in his or her own name and in those of classmates as well as in environmental print | Recognizes and names most upper and lower case letters | Recognizes and names all upper and lower case letters | Recognizes some common words and environmental signs by sight |

Essential Indicators Domain: Literacy

Outcome #8: The child engages in activities that promote the acquisition of emergent writing skills.

Indicator 8.3 (Essential Indicator #8): Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|---|---|--|--|--|--|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Makes marks or scribbles in addition to drawings | Makes marks or scribbles in response to adult suggestions for writing | Makes marks or scribbles and identifies them as writing | Purposefully makes marks, scribbles and/or letter-like shapes identifying the writing as words or print in the environment | Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive writing and some letters. May write some words or names. | Writes own first and last name and many additional letters of the alphabet | Writes words using inventive (emergent) spelling with some correct letters and some approximations | Writes some simple words using standard spelling in combination with inventive (emergent) spelling |

A large, stylized sun with rays is positioned in the upper left quadrant of the page. The sun is rendered in a light orange color, and its rays extend across the top half of the page. The background is a gradient from light blue at the top to light yellow at the bottom.

Preschool and Kindergarten Early Learning Guidelines

Essential Indicators with Rubrics

Domain: Numeracy

A solid orange silhouette of a mountain range is located at the bottom of the page, spanning the entire width of the slide.

Domain: Numeracy

Domain Vignette:

Two four-year-old boys, Luis and Matthew, were building in the block area. Luis had a measuring tape hanging over his shoulders. Matthew enclosed a space with layers of long wooden blocks. “This is for the lions so they can’t get out,” Matthew said. Luis passed more blocks to Matthew as he stacked, then started building a low wall off to the side of the lions’ cage. “Look, Matt, this is gonna be really long,” Luis said. Their teacher, Tina, was sitting on the floor nearby. Luis said, “Look, Tina, this is the road so the guys can bring the food to the lions.” Tina replied, “That is a long road, Luis. And, I see you have your measuring tape. Are you going to measure it to see how long it is?” Luis took the measuring tape off his shoulders and laid it down along the road. “Thirty-four!” he called out. “How did you know it was thirty-four?” Tina asked. “I just know,” Luis answered. “How about we lay it down with the number one at this end and hold it straight?” Tina suggested. Together they pulled the measuring tape taut and looked at the number at the other end of the road. “Twenty-six! Hey, Matt, it’s twenty-six!” Luis said. “Come do this one,” Matt said, pointing to the wall of his lion cage. “Where will the end go when you measure up and down instead of on the floor?” Tina asked. Again, she assisted as they figured out the best way to measure. Several other structures were built and measured. And Tina suggested that the boys might like to label those structures with their lengths and heights. They created signs with the numerals on them and taped them to each of the structures. “How do you write *inches*?” Luis asked and wrote the letters as Tina sounded them out for him. “I want to write ‘Watch out for the lions!’” Matthew said. And Tina helped him figure out the letters needed for his sign as well. (from Gronlund, 2010, Developmentally Appropriate Play: Guiding Young Children to a Higher Level, pp. 149-150)

(Both Luis and Matthew are showing their capabilities in the Numeracy area of measurement. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to listen with understanding in a conversation, to hear and discriminate the sounds of language, to represent meaningful words in print, to communicate ideas through creative activities, to interact with other children, to try new experiences, and to focus on a task.)

Domain Description:

Numeracy encompasses mathematical thinking as it is applied in meaningful and purposeful experiences in everyday life. Understanding of number and quantity is essential and goes beyond counting in depth and breadth. Children need many experiences with number and real objects to determine the constancy of quantities. Figuring out the numerical system happens as children learn to count one by one as well as see the patterns in the numeric tens system. And Numeracy involves the symbolic representation of number.

Exploring geometry by recognizing shapes and patterns in the world around them is an important part of children's growing mathematical understanding. And, making comparisons related to size are the first steps in learning about measurement. Mathematics includes organizing information into categories, seeing relationships between objects and identifying patterns, quantifying data and solving problems involving time, space and number. Children come to understand these concepts as they work with a variety of hands-on materials and engage in daily life routines such as cooking and cleaning up.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Remember to write down the facts: what you see children do and hear them say! When documenting observations, teachers keep their opinions and judgments out of their written descriptions. In this way, they collect factual evidence to support conclusions about the child's performance. They come to those conclusions after multiple observations of the child in action so that they are sure they know the child's capabilities well.

Keep in Mind

Young children learn by doing. Play and active learning are the best strategies to enhance young children's development. Numeracy can be imbedded in many playful activities and is best addressed through hands-on exploration with actual materials.

Essential Indicators Domain: Numeracy

Outcome #9: The child understands numbers, ways of representing numbers and relationships between quantities and numerals.

Indicator 9.2 (Essential Indicator #9): Uses number and counting as means for solving problems and determining quantity.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|---|---|--|---|---|---|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Imitates counting of objects by counting aloud with no relationship to the objects at hand | Lines up or sorts objects, one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block) | Begins to assign a number when pointing to each item while counting | Correctly assigns a number to each item while counting five or fewer items using one to one correspondence | Correctly assigns a number to each item while counting 6 to 9 items using one to one correspondence | Child correctly assigns a number to each item while counting 10 objects using one to one correspondence | Child correctly assigns a number to each item while counting 11 to 19 objects using one to one correspondence | Child correctly assigns a number to each item while counting 20 or more objects using one to one correspondence |

**Essential Indicators
Domain: Numeracy**

Outcome #10: The child demonstrates understanding of geometrical and spatial concepts.

Indicator 10.1 (Essential Indicator #10): Recognizes, names, describes, compares and creates familiar shapes.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|--|--|--|---|---|---|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles) | Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help | Distinguishes familiar shapes from one another | Identifies some familiar shapes by name in various circumstances | Describes and compares characteristics of shapes and creates them with a variety of materials | Compares and sorts objects of familiar geometric shapes by common attributes and states reasons for grouping (e.g., shape, size, number of corners) | Describes, identifies, models, draws and/or creates common 2 dimensional geometric objects with increasing accuracy (example: circle, triangle, square, rectangle, oval, rhombus) | Describes, identifies, models, draws and/or creates common 3 dimensional geometric objects with increasing accuracy (example: cube, sphere, cone) |

Essential Indicators Domain: Numeracy

Outcome #11: The child demonstrates an understanding of non-standard units to measure and make comparisons.

Indicator 11.3 (Essential Indicator #11): Demonstrates emerging knowledge of measurement.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|------------------------------------|--|---|--|---|---|---|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Identifies objects as big or small | Compares using language or gestures related to size (i.e., bigger, taller, longer, shorter, smaller) | Identifies objects that are similar in size | With assistance, makes direct comparisons of length, weight, volume, height or area of materials or objects in the environment | Uses measurement to explore length, height, or weight, using standard or non-standard base of measurement | Uses appropriate vocabulary with adult assistance to describe length, height, weight and time | Describes and compares with increasingly accurate vocabulary length, height, weight and time concepts. (example: Length - shorter, longer, taller; Volume - full, empty; Weight - heavy, light; and Time - before, after, morning, afternoon, days of week) | Describes and compares with increasingly accurate vocabulary length, height, weight and time. Records the results of such measurement comparisons. |

Essential Indicators Domain: Numeracy

Outcome #12: The child demonstrates the ability to investigate, organize, and create representations.

Indicator 12.1 (Essential Indicator #12): Sorts, classifies and groups materials by one or more characteristics.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|---|---|---|---|---|---|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Identifies two objects or pictures that are the same | Identifies two objects or pictures that are the same and eliminates ones that are different from this group | Sorts or matches objects that are identical | Sorts items into small number of groups based on similar attributes | Given a collection of items determines a classification scheme that creates a group for every item and tells about the groups | Recognizes and creates simple alternating patterns (example: blue block/red block/blue block/red block) | Extends a three element pattern started by others (example: red tile/blue tile/yellow tile, child adds red tile/blue tile/yellow tile...) | Orders objects in a complex 3 element design of his/her own creation (example: strings various shapes and colors of wooden beads in a repeating series... red cube/red cube, blue ball, green cone, red cube/red cube, blue ball, green cone) |

A large, stylized sun with a circular center and radiating lines, rendered in a light orange color, is positioned in the upper left quadrant of the page. The background is a light blue-to-yellow gradient.

Preschool and Kindergarten Early Learning Guidelines

Essential Indicators with Rubrics

Domain: Aesthetic Creativity

A solid orange silhouette of a mountain range with several peaks, located at the bottom of the page.

Domain: Aesthetic Creativity

Domain Vignette:

Austin (three-years-old) was playing in the dramatic play area. He draped several scarves around his neck, put a hat on his head and a bag over his shoulder. “Hey, teacher, want to see my angry dance?” He then began to stomp his feet and sing at the top of his voice, “I’m mad. I’m mad! Not sad. I’m mad.” He marched around the room continuing to sing and stomp until he reached the balance beam. He stopped singing and climbed onto the balance beam, walking carefully without falling across it. When he stepped off, he resumed his “angry dance and song” until he came to the teacher. “See?” he said. “That’s the angry dance. You have to make your face look like this. My Mom showed me. Sometimes we do a sad dance, too. Then you look like this.” He made a sad face and returned to the dramatic play area.

(Austin is showing his capability to creatively express feelings through movement and song. In addition, his capabilities in other domains are evident as well. He is also demonstrating his ability to use gross motor control, coordination and balance, to converse in his home language, to share information about his own family, to play alone and to take initiative.)

Domain Description:

The arts provide a vehicle and an organizing framework for children to express their ideas, knowledge and feelings. Music, movement, drama, and visual art stimulate children to use words, manipulate tools and media, and solve problems in ways that are aesthetically pleasing and simultaneously convey meaning.

Through experimenting with sounds, colors, forms, motion, and words, children communicate in ways that are distinctly their own and that reflect their unique approaches to learning. Each painting, dramatic play scenario, and improvised tune provides teachers and families with insights into a child’s interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Young children demonstrate their skills in many ways, but rarely in isolation. They often combine and integrate what they know and can do and apply concepts and skills as they go about creating a painting, building a structure, acting out a role-play or trying to put together connecting blocks. Teachers are looking for the ways that children use and apply their skills and understandings and document their observations with written descriptions, photographs and work samples. The photo of the block construction along with a description of how the child went about building it is a wonderful way to capture a child's capabilities!

Keep in Mind

The information gained through authentic, observational assessment related to the guidelines is used to inform parents and plan individualized curriculum activities and strategies to help each child grow and develop. A cycle of observation, reflection, planning and implementation is the basis for all curricular planning. Teachers implement strategies and modify activities to better meet the needs of each child based on documented observations of each one's successes and challenges.

Essential Indicators Domain: Aesthetic Creativity

Outcome #13: The child demonstrates appreciation for the arts (movement, music, visual and dramatic).

Indicator 13.1 (Essential Indicator #13): Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|--|---|--|--|---|---|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Participates in simple creative activities for sensory experience and/or exploration | Participates in more complex creative activities for sensory experience and/or exploration | Communicates one simple idea or feeling through creative activities | Communicates two ideas or feelings through creative activities | Communicates a more complex combination of ideas or feelings through creative activities | Communicates details about personal creations that show understanding of the medium with adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization) | Communicates details about personal creations that show understanding of the medium with minimal adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization) | Makes personal creations that combine different media with minimal adult help (i.e., drawing or painting to represent the sounds of music; creating props to accompany a dramatization) |

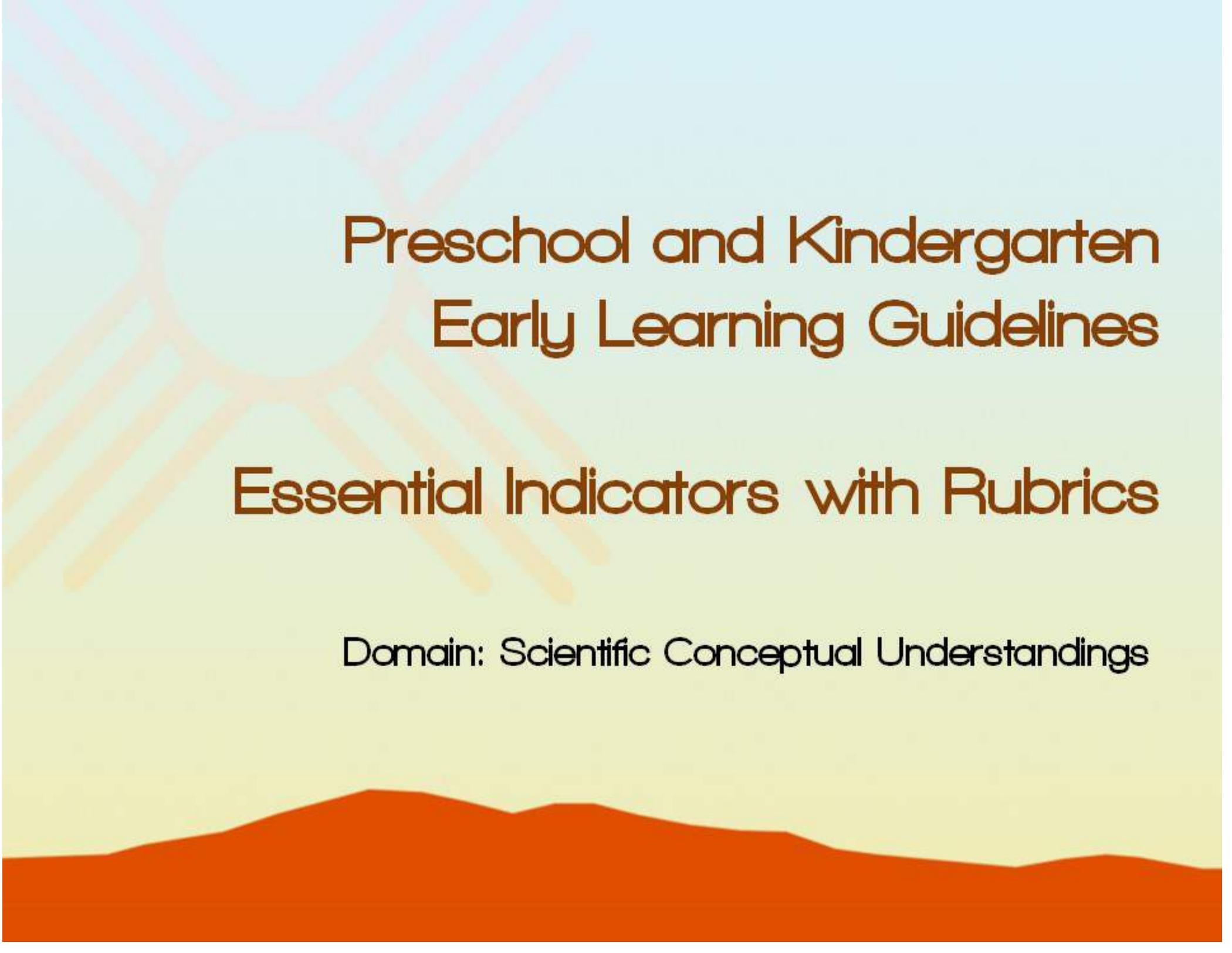
You may want to consider not assigning a rubric rating to a child's creativity and instead collecting an observation or work sample that demonstrates *HOW* this child shows his or her creativity.

A large, stylized sun with rays is positioned in the upper left quadrant of the page. The sun is a light blue circle with rays extending outwards in various directions, some straight and some curved. The background is a light blue to yellow gradient.

Preschool and Kindergarten Early Learning Guidelines

Essential Indicators with Rubrics

Domain: Scientific Conceptual Understandings

A solid orange silhouette of a mountain range is located at the bottom of the page. The mountains have several peaks of varying heights and are set against a light yellow background.The background of the entire page is a light yellow to light blue gradient, with a stylized sun in the upper left and a mountain range silhouette at the bottom.

Domain: Scientific Conceptual Understandings

Domain Vignette:

In his preschool classroom, Jeff noticed that the children's block play was not quite as complex as it had been in the past. He had taught the children how to make ramps with the blocks and watched them as they rolled cylindrical blocks and various small vehicles down them. But they didn't seem to know what else to do at that point. And only a few children remained with the activity for any length of time. Jeff decided to introduce a challenge at the block area and see whether that might bring about higher levels of engagement.

As he introduced the play areas and activities the next day, he posed this question to the group: "In the block area today, I have a challenge for you. If we changed the surface of the ramps you've been building, I wonder if that will change how far and fast things roll down your ramps? I'll need people who are interested in this challenge to choose blocks and come see what materials I have to challenge your thinking." At the block area, he helped the children get two ramps built quickly. Then, he showed them the following items: aluminum foil, a carpet mat, a large piece of sandpaper, and a piece of satin fabric. Jeff said, "My challenge to you is: what do you think will happen if we place these different textures on the ramps? Will our blocks and cars roll faster and farther? Or slower and not as far?" The children felt the textures, made predictions, and conducted experiments to see what would happen. Jeff was able to keep this challenge going throughout the week so that all of the children who were interested in participating had an opportunity to do so. He helped them throughout, and even kept a chart recording their findings. (from Gronlund, 2010, Developmentally Appropriate Play: Guiding Young Children to a Higher Level, pp. 156-157)

(Through this experience, the children are showing their capabilities in the Scientific Conceptual Understandings area of sensory investigation, making predictions and forming hypotheses. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to listen with understanding to directions, to converse in their home language, to use measurement vocabulary, to try new experiences, and to focus on a task.)

Domain Description:

For young children, the world is their laboratory. They explore nature and learn about physical properties. They wonder at the night sky and make observations about changes in the weather. They use their senses to explore and experience the capabilities of their own bodies. They observe, question, investigate and interpret the infinite possibilities of the world around them. In preschool and kindergarten, foundational scientific skills are developed as children have varied opportunities to observe, manipulate, listen, reflect, problem solve, make inferences and draw conclusions. They begin to develop hypotheses and set up experiments to learn scientific concepts and build understanding of their world.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Tying observations to the Early Learning Guidelines helps teachers determine what the child *can* do and what's next in developmental expectations. By knowing what comes next in the continuum, a teacher can plan activities that challenge the child at just the right level for him or her. Then, she can provide scaffolding and support to help the child move towards those next steps. The Early Learning Guidelines are the criteria by which teachers can determine what their observations are telling them about each child's performance and plan curriculum accordingly.

Keep in Mind

From birth through the kindergarten year, young children are growing, developing and learning. They are gaining foundational skills that will serve them as they move into more rigorous and focused academic learning in the elementary school years. They do so within the context of relationships with family members and primary caregivers, feeling safe and secure and therefore, willing to try new things, take risks and gain new skills.

Essential Indicators

Domain: Scientific Conceptual Understandings

Outcome #14: The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.

Indicator 14.1 (Essential Indicator #14): Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

| 3-Year-Old Rubrics | | 4-Year-Old Rubrics | | | Kindergarten (5-Year-Old) Rubrics | | |
|---|---|---|--|---|---|--|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement | Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement | Uses obvious sensory information to explore the world, reacting more physically than verbally | Uses one sense (such as sight only, or smell only) in a sensory experience, making 1-2 simple comments describing the experience | Uses 2 or more senses (such as both sight and smell, or both hearing and touch) to explore the world and makes 1 or more detailed comments describing sensory experiences | Conducts small hands-on /multi-sensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw conclusions | Conducts small hands-on/multi-sensory experiments with adult guidance and records observations and conclusions through pictures, drawings, or dictations | Conducts small hands-on/multi-sensory experiments with adult guidance and records observations and conclusions through pictures, drawings, dictations, and numbers or symbols on graphs and charts |

Essential Indicators

Domain: Scientific Conceptual Understandings

Outcome #14: The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.

Indicator 14.3 (Essential Indicator #15): Makes predictions and forms hypotheses.

| 3-Year-Old Rubrics | | 4-Year-Old Rubrics | | | Kindergarten (5-Year-Old) Rubrics | | |
|--|---|--|--|---|--|--|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Asks “why” and other simple questions for adult explanations about things observed | Asks “why” and other simple questions for adult explanations about things observed and explored through additional senses | In a science or nature experience, guesses at what will happen next with no relation to the experience | In a science or nature experience, makes a prediction or guess that is related to the experience | In a science or nature experience, makes one or more predictions and gives reasons for predicted result | Develops plans with teacher assistance for testing prediction or hypothesis, and tries out ideas | Independently develops plans for testing prediction or hypothesis, and tries out ideas | Develops alternative hypothesis based on testing results when initial prediction/ hypothesis is found to be inaccurate |

A large, stylized sun with rays is positioned in the upper left quadrant of the page. The sun is a light blue circle with rays extending outwards in various directions, some straight and some curved. The background is a light blue gradient that transitions to a pale yellow at the bottom.

Preschool and Kindergarten Early Learning Guidelines

Essential Indicators with Rubrics

Domain: Self, Family and Community

A solid orange silhouette of a mountain range is located at the bottom of the page. The mountains have several peaks of varying heights, creating a jagged horizon line.

Domain: Self, Family and Community

Domain Vignette:

Sarine, an English speaker, announced to her friends, Melissa and Tina, that they were going to have a birthday party. They often played together with Sarine in the play leader role. All three girls spoke English. Tina was bilingual and Sarine spoke a little Spanish. Dominga, the assistant teacher, was nearby and commented in Spanish about the girls' plans. "You be the birthday girl," Sarine said to Dominga. Dominga sat down at the table in the play kitchen and the girls adorned her with scarves and jewelry. Soon other children joined the party. Many of them spoke only Spanish. Play food items, pots and pans, dress-up clothes, and other items from around the classroom were piled on the table in front of Dominga as her presents. Finally, Dominga said, "No mas," and led the group in singing "Las Mañanitas," the birthday song in Mexico. Dominga thanked everyone in both English and Spanish for her beautiful gifts and party. Then, the children spent time putting everything back in its place. (from Genishi and Dyson, 2009, Children, Language and Literacy: Diverse Learners in Diverse Times, pp. 61-62)

(The children are showing their capabilities in the area of Self, Family and Community including their expression of cultural influences from their families, playing and interacting with other children and caring for group possessions. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to converse in their home language, to be creative and to role play real-life experiences.)

Domain Description:

The Self, Family and Community Domain encompasses what is traditionally learned in social studies experiences in the elementary years. For young children, their foundation for learning in social studies begins with their personal experiences and understanding of their relationship to home and family. Culture, heritage, home language, values and traditions all play very important roles in the child's growing sense of self. As they move on in the preschool and kindergarten years, their understanding moves beyond just self and family and gradually expands to include the people they meet in their school, neighborhood, community and the larger world.

This domain includes social and emotional development which is critical to lifelong learning and well-being. Research clearly indicates that children who develop self-confidence and positive social skills early in life are more successful learners later on (The National Academies, *Eager to Learn*, NRC, 2001a; *Neurons to Neighborhoods*, 2000; Katz & McLennan; Ladd, 1990). This competence is nurtured in an environment that affirms children as individuals and as participants in their community helping them to learn to get along with others and demonstrate personal responsibilities.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Teachers learn about children by observing them in action in many situations and experiences. And parents and family members can contribute information to a teacher's observations. Talking with families can be very helpful in learning more about the child's experiences outside of the early childhood program. Home visits can broaden the perspective of the early childhood professional and help her to learn more about the family's culture and values. Sensitivity and respect for family members' goals for the child will help build a partnership that will benefit the child.

Keep in Mind

Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and teachers is critical to children's academic success and later school achievement. Teachers give families the information they need to support their children's learning and development. Creating partnerships with families is a way to insure that children are provided with the best learning experiences at home and at school.

Essential Indicators
Domain: Self, Family and Community

Outcome #17: The child exhibits self-awareness.

Indicator 17.4 (Essential Indicator #16): Expresses cultural influences from home, neighborhood and community.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|---------------------------|----------------------|---|---|---|---|---|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Identifies family members | Names family members | Shares information about own family members | Shares information about his or her community (such as school, neighborhood, and/or church) | Begins to share information about his or her family's cultural knowledge, beliefs, values and/or customs (beyond common holiday traditions) | Frequently shares information about his or her family's cultural knowledge, beliefs, values and/or customs (beyond common holiday traditions) | Identifies family customs and traditions and explains their importance (beyond common holiday traditions) | Begins to show interest in and appreciation for other people's customs, beliefs and/or values |

Essential Indicators
Domain: Self, Family and Community

Outcome #19: The child demonstrates personal responsibility.

Indicator 19.1 (Essential Indicator #17): Cares for personal and group possessions.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|---|--|--|---|---|---|--|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Responds to directions from adults to put items away or to be careful with group possessions some of the time | Responds to directions from adults to put items away or be careful with group possessions most of the time | Places personal items in own cubby (backpack, jacket, shoes, etc.) and participates in clean-up time with adult help | Places personal items in own cubby without assistance (but may need reminding) and participates in clean-up time with some independence and some adult help | Places personal items in own cubby without assistance and participates in clean-up time independently (without adult help) almost every day | Routinely demonstrates responsibility for care of classroom environment | Engages peers to assist with care of classroom environment | Consistently shows respect for classroom property and the possessions of others by exercising reasonable care and returning found items to their proper places/owners |

Essential Indicators
Domain: Self, Family and Community

Outcome #20: The child works cooperatively with other children and adults.

Indicator 20.1 (Essential Indicator #18): Plays and interacts with various children, sharing experiences and ideas with others.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|--|---|--|---|--|--|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Plays alone or watches other children most of the time | Observes and imitates other children's activities most of the time | Plays alongside other children (rather than interactively) most of the time | Interacts with other children sharing objects and talking back and forth as they play for several minutes without cooperative idea sharing | Interacts with other children, sharing objects, conversation, and ideas to cooperate in play activities | Develops and/or extends themes in cooperative work/play activities | Understands that "fairness" requires taking turns being leader and group member in cooperative play and work | Shows understanding of "fairness" by actively participating in cooperative play and work projects whether role is that of leader or group member. (Example: Is able to accept direction from peer when in "member" role and is able to provide positive direction when in "leader" role.) |

Essential Indicators
Domain: Self, Family and Community

Outcome #20: The child works cooperatively with other children and adults.

Indicator 20.2 (Essential Indicator #19): Uses and accepts negotiation, compromise, and discussion to resolve conflicts.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|--|---|--|---|--|--|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Waits for something he or she wants to have or do only with adult help | Can wait for something he or she wants to have or do without adult help some of the time | Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher talk and assistance | With teacher guidance generates own ideas of appropriate ways to handle conflicts and comes to an agreeable solution | Tries to work through conflicts with peers in appropriate ways (may or may not end up needing teacher help) | More frequently initiates and successfully completes conflict resolution with minimal adult assistance | Typically initiates and completes peer-to-peer conflict resolution successfully, independent of adult assistance | Consistently initiates and completes peer-to-peer conflict resolution successfully, independent of adult assistance |

A large, stylized sun with a circular center and radiating lines, rendered in a light orange color, is positioned in the upper left quadrant of the page. The background is a light blue-to-yellow gradient.

Preschool and Kindergarten Early Learning Guidelines

Essential Indicators with Rubrics

Domain: Approaches to Learning

A solid orange silhouette of a mountain range with several peaks, located at the bottom of the page.

Domain: Approaches to Learning

Domain Vignettes:

Three four-year-old boys were invited by their teacher, Gina, to sort colored bears into round sorting trays with multiple compartments. As long as she was there with them, they cooperated in the sorting activity, talking about the colors of the bears as they sorted them. As she moved on after five or six minutes to help in another area of the classroom, their interaction with the bears changes. “Hey, I know,” says Alec. “Let’s see who can throw them into the tray!” The boys move the trays to the opposite end of the table and begin to throw the bears. Their initial throws involve aiming for the small compartments. As bears fly across the table and land in the compartments, some of them bounce out again onto the table from the force of the throw. The boys laugh hysterically, and continue to throw the bears harder and harder. Their laughter grows louder by the minute. Soon, bears are flying across the table and onto the floor. The boys’ laughter is high-pitched. They pound on the table and lay across it as each bear lands. (Gronlund and James 2008, 50)

Gina moves across the room and says to the boys, “It’s gotten very loud over here. And I see that you’re throwing the bears instead of sorting them.” The boys stop throwing but still giggle. She continues, “It looks to me like you wanted to do something different with the bears. That’s okay. But throwing them into these small compartments probably isn’t safe. What are some other things that you might do with the bears?” The boys look at her blankly, and Noah says, “I don’t know.” Gina says, “I wonder if you might like to practice throwing with something else, like beanbags and soft balls. We could set up a hoop as the target over there across the room. You could try throwing from different distances and see how many times you could get the beanbags and balls inside the hoop. What do you think?” Noah and his friends yelled out, “Yeah! Let’s do that.” Gina suggested that they clean up the bears first, then help her get out the throwing items and hoop. She then supervised as they played the throwing game. (from Gronlund, 2010, Developmentally Appropriate Play: Guiding Young Children to a Higher Level, pp. 83-84)

(The boys are showing their capabilities in the area of Approaches to Learning including their interest in exploring the environment and developing independence that still needs some adult help. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to sort and classify objects, to use negotiation and conflict resolution (again with adult help) and to throw objects.)

Domain Description:

Approaches to learning include the ways in which a child acquires and understands knowledge and applies that knowledge in meaningful ways. The child's dispositions to try new things, to take initiative and to stay with a task even in the face of challenges are all essential elements of success for students in academic endeavors. Preschool and kindergarten children are beginning to develop these dispositions as they enter into school experiences and learn more about themselves as learners.

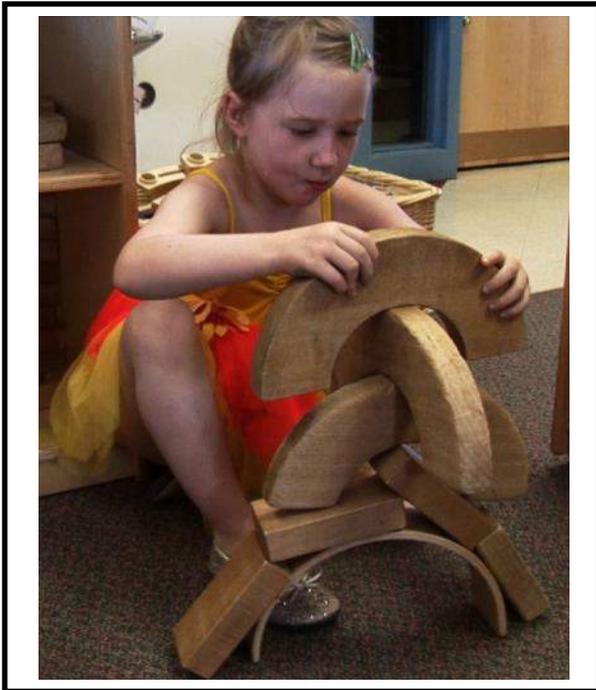
Each young child's approaches toward learning are unique. Cultural background and experiences contribute to a child's approach to tasks and should be validated and respected. A well-planned learning environment, carefully designed activities, and positive teacher/child interactions support children's willingness to explore their environment, try new experiences and gain persistence in completing projects. Adults must insure that every child has the opportunity to develop their knowledge and skills to a new level of mastery.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

Some of the indicators in the Early Learning Guidelines can be observed quickly by teachers. And the child's performance can be documented with a checkmark or a "Yes" or "No." Other indicators must be observed multiple times so that a teacher can build a case about how the child goes about showing that set of skills or capabilities. The documentation for these indicators will include written descriptions of what the child did and/or said and may be accompanied by a photograph or work sample. It's important for teachers to think about which indicators are best documented in these different ways.

Keep in Mind

Every child needs consistent, predictable, reliable and responsive adults who are available to them both emotionally and cognitively. Nurturing and responsive relationships provide the foundation for healthy growth and development. They help children develop a sense of security and trust. Preschoolers and kindergartners learn with caring adults guiding and facilitating play and investigative experiences, as well as large and small group activities.

Essential Indicators
Domain: Approaches to Learning

Outcome #23: The child is open and curious to learn new things.

Indicator 23.2 (Essential Indicator #20): Shows interest in exploring the environment, learning new things and trying new experiences.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|------------------------------------|---|--|--|---|--|---|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Explores new objects while playing | Explores new objects while playing and identifies favorite, familiar activities | Shows interest in exploring the environment often choosing favorite, familiar activities, trying new experiences only with adult encouragement | Shows interest in exploring the environment choosing favorite, familiar activities and trying 1-2 new experiences independent of adult encouragement | Shows interest in exploring the environment often trying new experiences independent of adult encouragement | Initiates an ongoing interest in finding out more about own environment and trying new experiences | Partners with another child to expand interests and experiences | Independent of adult assistance, organizes a small group to explore the environment for a specific purpose, or to complete a specific task |

Essential Indicators
Domain: Approaches to Learning

Outcome #24: The child takes initiative.

Indicator 24.2 (Essential Indicator #21): Develops increasing independence during activities, routines and play.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|---|--|---|--|--|--|---|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Starts activity only after an adult makes suggestions | Starts activity after an adult makes suggestions, some of the time | Needs extensive adult help during activities, routines and play | Needs less adult help during activities, routines and play | Self-initiates activities and play and shows increasing independence in routines calling on adults when help is needed | Demonstrates independence during activities, routines, classroom transitions and play most of the time | Assists others during activities, routines, transitions and play before calling on adult for help | Creates own plan or routine; selects materials and sustains attention until project/task is completed |

Essential Indicators
Domain: Approaches to Learning

Outcome #25: The child exhibits imagination and creativity

Indicator 25.3 (Essential Indicator #22): Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.

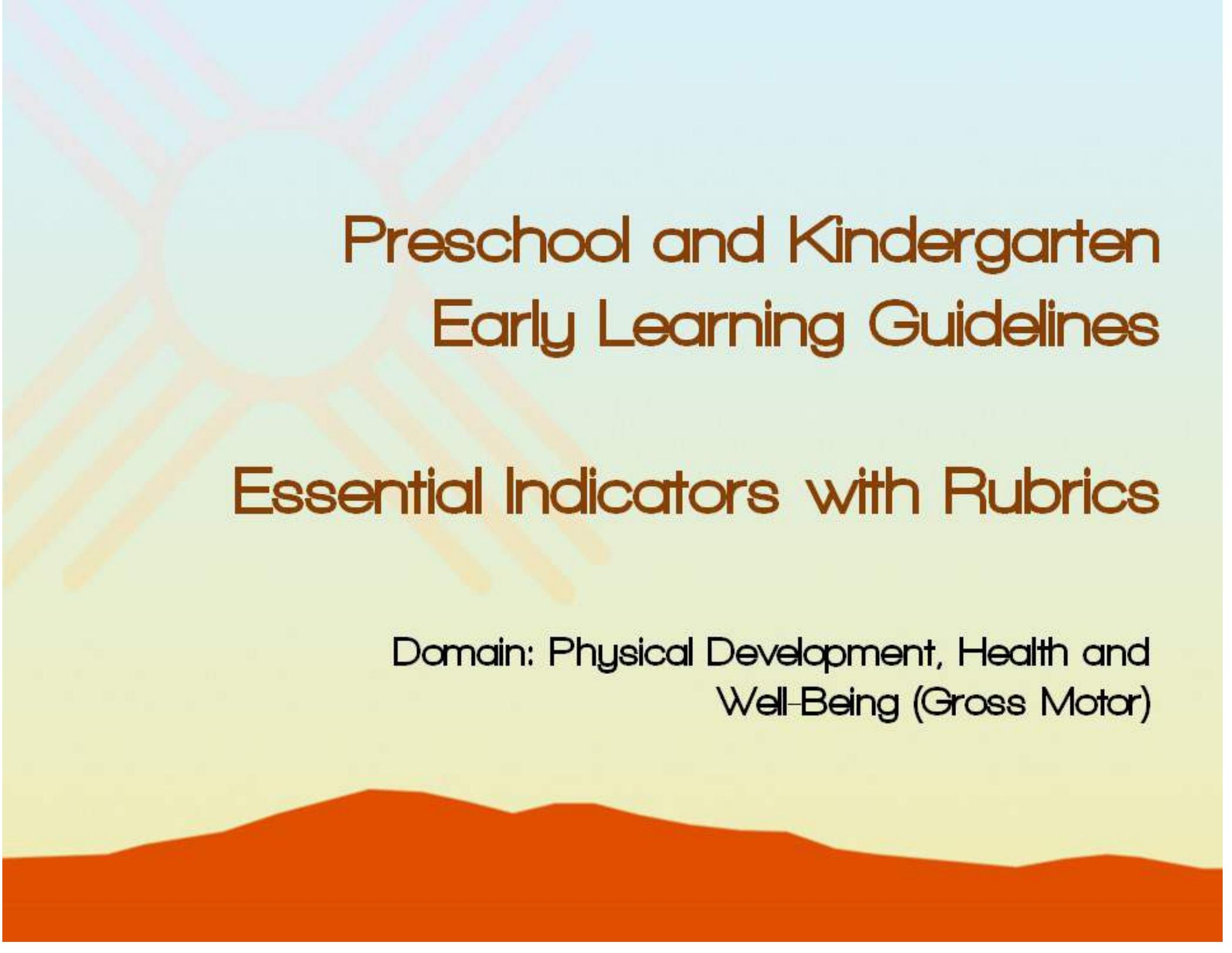
| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|--|---|---|--|--|---|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Interacts with dolls, stuffed animals or props in pretend play | Adds dress-up clothes or other items to pretend play | Imitates real-life roles and experiences in simple role plays | Incorporates 1-2 social behaviors observed in adults and expression of 1-2 feelings in role playing real-life roles and experiences | Incorporates more than 2 social behaviors and/or expression of more than 2 feelings when role playing real-life roles and experiences so that a more complex story is dramatized | Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children | Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children and begins to sustain the role play across more than one day | Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children and makes plans to sustain the role play across more than one day |

Essential Indicators
Domain: Approaches to Learning

Outcome #27: The child displays persistence and pursues challenges.

Indicator 27.1 (Essential Indicator #23): Focuses and completes a variety of tasks, activities, projects, and experiences.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|---|---|---|---|---|--|---|--|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Shows interest in favorite child-initiated activities over and over again | Begins to show interest in adult-initiated activities | Stays with a task for up to five minutes; may give up when problems arise | Stays with a task for five to ten minutes and attempts to solve problems that arise | Stays with a task for more than ten minutes and attempts to solve problems that arise | Stays focused on an activity for more than ten minutes and ignores most distractions | Utilizes multiple strategies in completing a task | Utilizes multiple strategies in completing a task and expresses satisfaction when done |

The background features a stylized sun with rays in shades of orange and yellow, positioned in the upper left quadrant. At the bottom, there is a silhouette of a mountain range in a solid orange color. The overall color palette is warm, with a gradient from light blue at the top to yellow and orange at the bottom.

Preschool and Kindergarten Early Learning Guidelines

Essential Indicators with Rubrics

Domain: Physical Development, Health and
Well-Being (Gross Motor)

Domain: Physical Development, Health and Well-Being (Gross Motor)

Domain Vignette:

Ms. Hernandez's prekindergarten class had been doing an Eric Carle study - reading many of his books again and again, acting out the stories with puppets and other props and making watercolor and tissue paper collages in his artistic style. Although all of the books were popular, The Hungry Caterpillar was the favorite of most of the children.

Today, Taryn asked if she could take the basket of books outside at play time. Ms. Hernandez suggested that she bring a blanket and set up a reading corner under the shade of the oak tree in the yard. Taryn and Kimberly took the lead in doing so and sat under the tree looking through the books and talking quietly. Soon, several other children joined them. Ms. Hernandez stood nearby, watching and listening as the children looked at the books and discussed them. "See, the caterpillar has to eat all of this food before he can become a butterfly," Michael said. "No, he has to make a cocoon," Taryn replied, turning to the page that shows the spinning in action. "Yeah, but I don't think he'd eat an ice cream cone, do you?" asked Kim. All the children laughed. "Hey, I know. Let's play a Hungry Caterpillar game!" Taryn suggested. "We'll do it just like Duck, Duck, Goose - only you have to say 'Caterpillar, Caterpillar, Butterfly.'" The group stood up and Kim said, "Everybody skip just like me." They all skipped, galloped or ran over to the area of the playground where a large circle was painted. "You have to sit on the circle, remember? Just like when we play other games," Taryn said. "I get to go first," Michael announced. He walked around the circle, tapping each child on the head saying "Caterpillar, Caterpillar" until he chose his "butterfly" then he ran and galloped quickly back to his spot. The game continued for ten minutes and then the group wandered back to look at books again in the shade of the tree.

(The children are showing their capabilities in the area of Gross Motor development including their body coordination in running, galloping and skipping as well as exhibiting balance and spatial awareness in a group game. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to listen with understanding in conversations, use their home language, demonstrate interest in books and their comprehension of familiar stories, identify shapes, and interact with other children.)

Domain Description:

Young children's future health and well-being are directly related to the development and strengthening of both their large and small muscles. Gross motor control or large muscle movement refers to such characteristics as balance, coordination, purposeful control and stability of body movements and functions. Given opportunities both indoors and out to explore their world, children develop agility and strength as well as general body competence and overall autonomy. The goal for all children is full participation. Good physical health and motor development allow for full participation in learning experiences. Children with a disability receive special accommodations which permit them to participate fully at his or her level.

Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again



When You Are Observing

In order to observe and document the indicators in the New Mexico Early Learning Guidelines, teachers may need to set up opportunities for children to demonstrate them. Rather than doing so only through on-demand tasks, teachers can provide materials that encourage children to use specific skills and capabilities. For example, setting up an obstacle course indoors or out will encourage children to use their gross motor capabilities. Teachers can also plan for experiences that are related to the indicators. For example, after reading a favorite children's book, teachers can encourage children to act out the story with puppets and thus determine the children's comprehension of the reading experience. In this way, curriculum is related to the outcomes and indicators in the guidelines.

Keep in Mind

As active learners young children need opportunities to observe objects, people and events in their world, form their own hypotheses, try them out, observe what happens, and formulate their own answers. Play is children's mode of finding out about the world around them. All types of play - manipulative play, play with games, rough-and-tumble play, and socio-dramatic play - provide children with opportunities to try things out, to observe what happens and learn.

Essential Indicators
Domain: Physical Development, Health and Well-Being (Gross Motor)
 (FOR “619” SPECIAL EDUCATION PRESCHOOL PROGRAMS)

Outcome #1: The child independently uses gross motor control including balance, spatial awareness and stability.

Indicator 1.1 (Essential Indicator #24): Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|---|---|---|---|---|---|---|---|
| First Steps | Making Progress | Accomplished for 3's (First Steps for 4's) | Making Progress | Accomplished for 4's (First Steps for K) | Exceeds for 4's | Making Progress | Accomplished for K (End of K) |
| Climbs stairs independently and runs and walks easily from place to place | Climbs familiar stairs and tries new stairs/ladders, progressing to alternating feet and runs, walks and jumps easily | Climbs on age appropriate playground equipment with some adult assistance and walks, runs, jumps and marches easily | Climbs on age appropriate playground equipment with little adult assistance and walks, runs, jumps, marches and hops easily | Independently and confidently climbs on age appropriate playground equipment and walks, runs, jumps, marches, hops and gallops easily | Independently and confidently climbs on age appropriate playground equipment and skips with adult assistance and modeling | Transitions smoothly between movements when climbing or moving (such as running into a jump) and attempts to skip independently | Child exhibits a variety of locomotor patterns (including skipping) using mature form |

Essential Indicators
Domain: Physical Development, Health and Well-Being (Gross Motor)
 (FOR “619” SPECIAL EDUCATION PRESCHOOL PROGRAMS)

Outcome #1: The child independently uses gross motor control including balance, spatial awareness and stability.

Indicator 1.2 (Essential Indicator #25): Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e., “Duck, Duck, Goose”).

| 3-Year-Old Rubrics | | | 4-Year-Old Rubrics | | Kindergarten (5-Year-Old) Rubrics | | |
|--|---|---|---|---|---|---|--|
| First Steps | Making Progress | Accomplished for 3’s (First Steps for 4’s) | Making Progress | Accomplished for 4’s (First Steps for K) | Exceeds for 4’s | Making Progress | Accomplished for K (End of K) |
| Maneuvers around objects and people without bumping into them most of the time and kicks and throws a ball | Walks along a line or beam structure with some success and attempts to catch a large ball | Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls | Walks forward and backward along a wide beam or line with minimal assistance and coordinates throwing and catching with a variety of sizes of balls | Shows balance in many situations including play outdoors, ball handling and in simple group games | Shows balance in many situations including play outdoors, ball handling and in simple group games and throws or kicks objects with increased accuracy | Shows balance in many situations, moving, changing speed, direction and pathway quickly and safely most of the time (sometimes in response to throwing, catching and kicking balls) | Moves in different directions and makes the necessary adjustments and kicks or bats at a ball with increasing coordination |

Definitions

Early Learning Guidelines: Expectations about what typically-developing children should know (understand) and do (competencies and skills) across different domains of learning. (National Infant and Toddler Child Care Initiative, 2006).

Domain: A broad category of children's learning and development.

Component: One aspect of learning and development within a domain.

Outcome: What we would reasonably expect a typically-developing child to know, be able to do and the dispositions we would expect that child to have by a particular age.

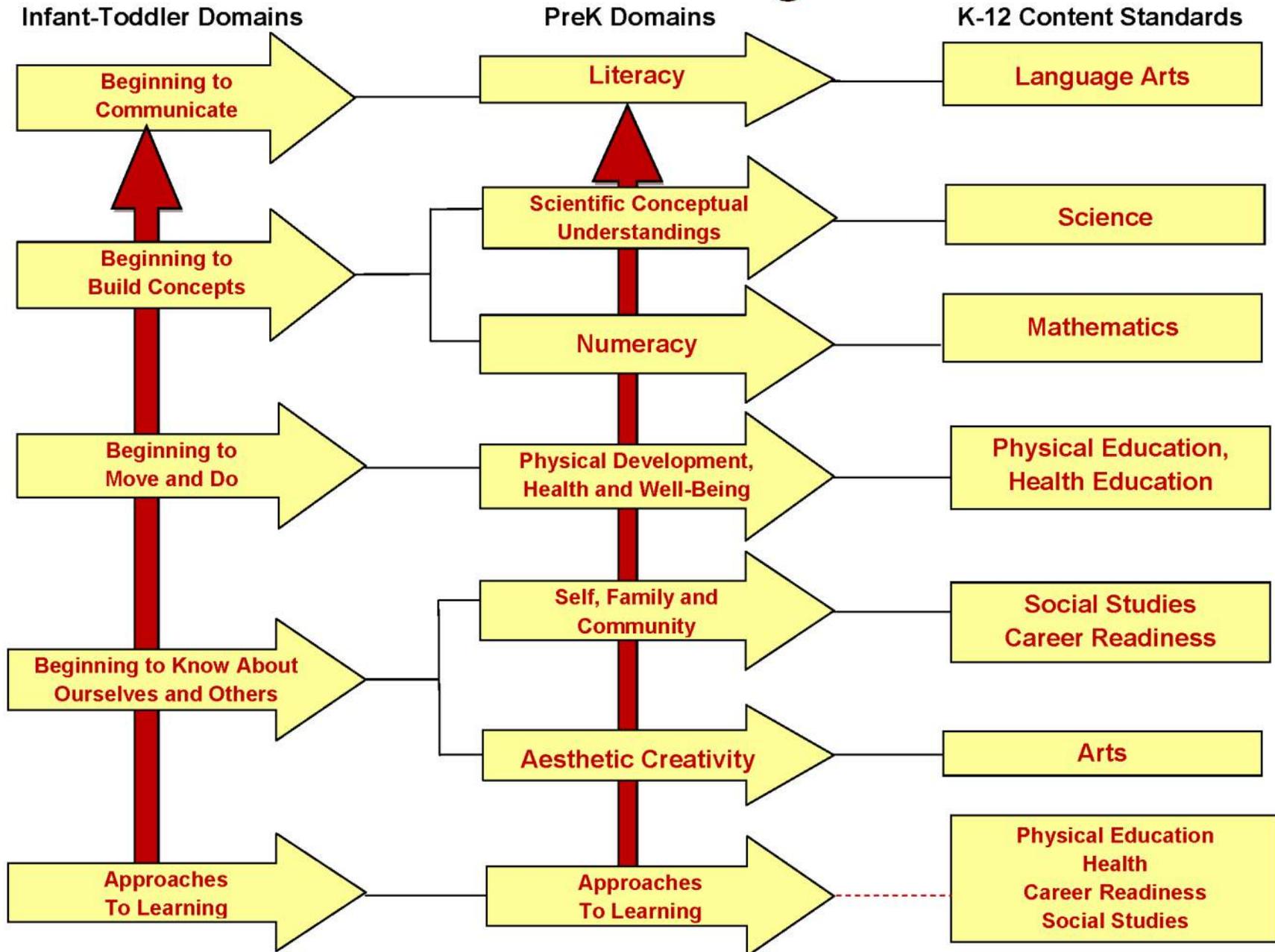
Milestones: Developmental accomplishments of children.

Indicator: Observable behaviors or skills of children, in relation to a specific outcome.

Strategies/supports: Some ways adults can interact with children to nurture their learning and development.

Program Standards: Requirements established by entities such as child care licensing, Early Head Start and NAEYC that focus primarily on environment, adult behaviors and program administration.

Overview of Learning Outcomes



A large, stylized sun graphic in the background, composed of a central circle and radiating lines, rendered in a light orange color. The background is a gradient from light blue at the top to light yellow at the bottom, with a dark orange silhouette of mountains at the very bottom.

New Mexico Early Learning Guidelines: Birth through Kindergarten

Appendix A: Sample Portfolio Forms

Building Portfolios

When authentically assessing young children's developmental progress, teachers and care providers can use portfolios to organize their observation notes, photographs, work samples and other documentation. By tying documentation directly to the Early Learning Guidelines, teachers as well as parents and others begin to see the specific indicators in action.

Examples of portfolio forms have been provided here with this kind of documentation in mind.

Two different formats are offered:

- Developmental Progress Portfolio Forms can be used with any age group including infants, toddlers, preschoolers and kindergartners.
- Portfolio Forms for some of the preschool and kindergarten indicators that are most suited for portfolio documentation have been provided for three- and four-year-olds, as well as kindergartners.

Teachers and care providers are invited to use whichever format fits their program best. Or, they may create a different design altogether.

It's most important that the documentation be a factual and descriptive representation of what each child can do and gives clear information about the child's developmental progress across the developmental continuum presented in the Early Learning Guidelines.

A few considerations for effective and informative portfolio collection should be remembered:

1. The portfolio is a place to gather information. It is not a report card, but rather the collection of evidence.
2. Observation notes should be factual and descriptive. They should tell a story of what the child did and/or what she or he said - not the teacher's or caregiver's opinion about it.
3. Work samples and photographs (and perhaps other documentation) of the child in action support the observations documented on the portfolio form.
4. Portfolios are put together with the family in mind. Family members love to see photos of their children. The photos and work samples give them a window into the child's time at the early childhood program. And, by tying photos and observations to the Early Learning Guidelines, family members gain a better understanding of how their child is progressing developmentally.
5. Observations are done across time. They are not one-shot, on-demand tasks. Teachers and care providers watch children throughout daily interactions, play, and routines. They take notes of what children do and say so that they can get to know each child better and build a case about where she or he is successful and where she or he is challenged.
6. These observations and other forms of documentation support curricular strategies so that each child can be supported to reach his or her full potential.

NM Early Learning Guidelines Developmental Progress Portfolio Form

Child's Name _____ Age _____

Observer's Name _____ Date _____

As children play and explore, participate in daily routines, and interact with their teachers and other children they are showing their growth and development in all areas and are acquiring new skills and capabilities.

Domain(s): _____

Component(s) or Indicator(s): _____

Description (Include photo, work sample or other documentation, if appropriate):

NM Early Learning Guidelines Most Appropriate for Portfolio Collection - Preschool and Kindergarten

LITERACY:

Indicator #6.1: Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

Indicator #7.2: Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.

Indicator #8.3: Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

NUMERACY:

Indicator #9.2: Uses numbers and counting as a means for solving problems and determining quantity.

AESTHETIC CREATIVITY:

Indicator #13.1: Communicates ideas and/or feelings through creative activities (for example, making up her own song, acting out a story, creating a piece of art work or a set of movements).

SCIENTIFIC CONCEPTUAL UNDERSTANDINGS:

Indicator #14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

SELF, FAMILY AND COMMUNITY:

Indicator #20.1: Plays and interacts with various children, sharing experiences and ideas with others.

APPROACHES TO LEARNING:

Indicator #25.3: Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.

Indicator #27.1: Focuses and completes a variety of tasks, activities, projects, and experiences.

Sample
New Mexico
Early Learning Guidelines
Portfolio Collection Forms
For 3-Year-Olds

NM Early Learning Guidelines Portfolio Collection Form for 3-year-olds

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #6.1

Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

Child's Progress toward the Outcome: *Circle the appropriate rating*

| Not Yet Demonstrating | First Steps | Making Progress | Accomplishing for 3's | Exceeds Expectations |
|--|---|--|---|--|
| Uses words and gestures to communicate ideas | Combines signs or words to describe what they are doing (I.e., "I jump"). | Combines 3 signs or words following the subject-verb-object word order | Uses 3-4 word sentences to express self | Uses 5-6 word sentences to express ideas |

Check off whatever applies to the context of this observation:

- | | | |
|---|--|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes |
|---|--|--|

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

**NM Early Learning Guidelines
Portfolio Collection Form for 3-year-olds**

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #7.2

Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Accomplishing for 3's | Exceeds Expectations |
|---|--|--|---|--|
| <p>Begins to follow what happens in a story</p> | <p>Relates story content to own experiences, i.e., "Look, a dog"</p> | <p>Uses own experiences to make comments that may or may not follow along the story line</p> | <p>Listens to stories for a few minutes and responds by pointing to pictures, turning pages, and/or asking simple questions</p> | <p>Listens to stories and responds by asking related questions and making pertinent comments</p> |

Check off whatever applies to the context of this observation:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes | |
|---|--|--|--|

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

**NM Early Learning Guidelines
Portfolio Collection Form for 3-year-olds**

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #8.3

Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

Not Yet Demonstrating **Child's Progress toward the Outcome: Circle the appropriate rating**

| | First Steps | Making Progress | Accomplishing for 3's | Exceeds Expectations |
|---|--|---|---|--|
| Starts to use own drawings to represent objects and ideas | Makes marks or scribbles in addition to drawings | Makes marks or scribbles in response to adult suggestions for writing | Makes marks or scribbles and identifies them as writing | Purposefully makes marks, scribbles or letter-like shapes identifying the writing as words or print in the environment |

Check off whatever applies to the context of this observation:

| | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

**NM Early Learning Guidelines
Portfolio Collection Form for 3-year-olds**

Child's Name _____ Date _____ Observer _____

Domain: NUMERACY

Indicator #9.2

Uses numbers and counting as a means for solving problems and determining quantity.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Accomplishing for 3's | Exceeds Expectations |
|--|---|---|---|--|
| Demonstrates beginning number concepts | Initiates counting of objects by counting aloud with no relationship to the objects at hand | Lines up or sorts objects, one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block) | Begins to assign a number when pointing to each item while counting | Correctly assigns a number to each item while counting five or fewer items using one to one correspondence |

Check off whatever applies to the context of this observation:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes |
|---|--|--|--|

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for 3-year-olds

Child's Name _____ Date _____ Observer _____

Domain: AESTHETIC CREATIVITY

Indicator #13.1

Communicates ideas and/or feelings through creative activities (for example, making up her own song, acting out a story, creating a piece of art work or a set of movements).

Child's Progress toward the Outcome: *Circle the appropriate rating*

| | Not Yet Demonstrating | First Steps | Making Progress | Accomplishing for 3's | Exceeds Expectations |
|--|------------------------------|--|--|---|--|
| Pretend and use creativity and imagination during play | | Participates in simple creative activities for sensory experience and/or exploration | Participates in more complex creative activities for sensory experience and/or exploration | Communicates one simple idea or feeling through creative activities | Communicates two ideas or feelings through creative activities |

Check off whatever applies to the context of this observation:

| | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for 3-year-olds

Child's Name _____ Date _____ Observer _____

Domain: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS Indicator #14.1

Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Accomplishing for 3's | Exceeds Expectations |
|--|---|---|---|---|
| Investigates new things in the environment | Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement | Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement | Uses obvious sensory information to explore the world, reacting more physically than verbally | Uses one sense (such as sight only or smell only) in a sensory experience, making 1-2 simple comments describing the experience |

Check off whatever applies to the context of this observation:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes |
|---|--|--|--|

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

**NM Early Learning Guidelines
Portfolio Collection Form for 3-year-olds**

Child's Name _____ Date _____ Observer _____

Domain: **SELF, FAMILY & COMMUNITY** Indicator #20.1

Plays and interacts with various children, sharing experiences and ideas with others.

Child's Progress toward the Outcome: Circle the appropriate rating

| | Not Yet | First Steps | Making Progress | Accomplishing for 3's | Exceeds Expectations |
|--|---|---|--|---|-----------------------------|
| <p>Demonstrating</p> <p>Demonstrates increased interest and frustration with other children</p> | <p>Plays alone or watches other children most of the time</p> | <p>Observes and imitates other children's activities most of the time</p> | <p>Plays alongside other children (rather than interactively) most of the time</p> | <p>Interacts with other children sharing objects and talking back and forth as they play for several minutes without cooperative idea sharing</p> | |

Check off whatever applies to the context of this observation:

| | | |
|---|--|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes |
|---|--|--|

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines Portfolio Collection Form for 3-year-olds

Child's Name _____ Date _____ Observer _____

Domain: APPROACHES TO LEARNING

Indicator #25.3

Role plays to express feelings, to dramatize stories, to try out social behavior observed in adults, and reenact real-life roles and experiences.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Accomplishing for 3's | Exceeds Expectations |
|--|--|--|--|---|
| Pretend and use creativity and imagination during play | Interacts with dolls, stuffed animals or props in pretend play | Adds dress-up clothes or other items to pretend play | Initiates real-life roles and experiences in simple role plays | Incorporates 1 – 2 social behaviors observed in adults and expression of 1 – 2 feelings in role playing real-life roles and experiences |

Check off whatever applies to the context of this observation:

- | | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for 3-year-olds

Child's Name _____ Date _____ Observer _____

Domain: APPROACHES TO LEARNING

Indicator #27.1

Focuses and completes a variety of tasks, activities, projects, and experiences.

| Not Yet Demonstrating | Child's Progress toward the Outcome: <i>Circle the appropriate rating</i> | Exceeds Expectations |
|--|--|---|
| First Steps | Making Progress | Accomplishing for 3's |
| Persists toward a goal with an activity, object or toy | Shows interest in favorite child-initiated activities over and over again | Begins to show interest in adult-initiated activities |
| | | Stays with a task for up to five minutes; may give up when problems arise |
| | | Stays with a task for five to ten minutes and attempts to solve problems that arise |

Check off whatever applies to the context of this observation:

| | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

***Sample
New Mexico
Early Learning Guidelines
Portfolio Collection Forms
For 4-Year-Olds***

NM Early Learning Guidelines Portfolio Collection Form for 4-year-olds

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #6.1

Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

Child's Progress toward the Outcome: *Circle the appropriate rating*

| Not Yet Demonstrating | First Steps | Making Progress | Accomplishing for 4's | Exceeds Expectations |
|--|---|--|--|---|
| Combines 3 signs or words following the subject-verb-object word order | Uses 3-4 word sentences to express self (two quotes required) | Uses 5-6 word sentences to express ideas (two quotes required) | Uses complex questions and/or statements of 7 or more words to present and get information (two quotes required) | Uses 2 connected sentences to express ideas and reply with relevant information to questions and comments of others |

Check off whatever applies to the context of this observation:

| | |
|---|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) |
| <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) | <input type="checkbox"/> More than 15 minutes |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines Portfolio Collection Form for 4-year-olds

Child's Name _____ Date _____ Observer _____

Domain: **LITERACY**

Indicator #7.2

Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Accomplishing for 4's | Exceeds Expectations |
|---|--|---|---|---|
| Uses own experiences to make comments that may or may not follow along the story line | Listens to stories for a few minutes and responds by pointing to pictures, turning pages, and/or asking simple questions | Listens to stories and responds by asking related questions and making pertinent comments | Listens to stories and responds by asking related questions and/or making predictions or retelling stories read | Role plays main events of a story with puppets or other props |

Check off whatever applies to the context of this observation:

| | |
|---|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) |
| <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

**NM Early Learning Guidelines
Portfolio Collection Form for 4-year-olds**

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #8.3

Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

| Not Yet Demonstrating | Child's Progress toward the Outcome: <i>Circle the appropriate rating</i> | Exceeds Expectations |
|--|--|---|
| First Steps | Making Progress | Accomplishing for 4's |
| <p>Makes marks or scribbles in response to adult suggestions for writing</p> | <p>Makes marks or scribbles and identifies them as writing</p> | <p>Purposely makes marks, scribbles or letter-like shapes identifying the writing as words or print in the environment</p> <p>Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive writing and some letters. May write some words or names</p> |
| | | <p>Writes own first and last name and many additional letters</p> |

Check off whatever applies to the context of this observation:

- | | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for 4-year-olds

Child's Name _____ Date _____ Observer _____

Domain: **NUMERACY**

Indicator #9.2

Uses numbers and counting as a means for solving problems and determining quantity.

| Not Yet Demonstrating | Child's Progress toward the Outcome: <i>Circle the appropriate rating</i> | | | Exceeds Expectations |
|---|--|--|--|---|
| | First Steps | Making Progress | Accomplishing for 4's | |
| Lines up or sorts objects, one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block) | Begins to assign a number when pointing to each item while counting | Correctly assigns a number to each item while counting five or fewer items using one to one correspondence | Correctly assigns a number to each item while counting six or more items using one to one correspondence | Correctly assigns a number to each item while counting 10 objects using one to one correspondence |

Check off whatever applies to the context of this observation:

| | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

**NM Early Learning Guidelines
Portfolio Collection Form for 4-year-olds**

Child's Name _____ Date _____ Observer _____

Domain: AESTHETIC CREATIVITY

Indicator #13.1

Communicates ideas and/or feelings through creative activities (for example, making up her own song, acting out a story, creating a piece of art work or a set of movements).

Child's Progress toward the Outcome: *Circle the appropriate rating*

| Not Yet Demonstrating | First Steps | Making Progress | Accomplishing for 4's | Exceeds Expectations |
|--|---|--|--|---|
| Participates in more complex creative activities for sensory experience and/or exploration | Communicates one simple idea or feeling through creative activities | Communicates two ideas or feelings through creative activities | Communicates a more complex combination of ideas or feelings through creative activities | Communicates details about personal creations that show understanding of the medium with adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization) |

Check off whatever applies to the context of this observation:

| | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for 4-year-olds

Child's Name _____ Date _____ Observer _____

Domain: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS **Indicator #14.1**

Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

| Not Yet Demonstrating | Child's Progress toward the Outcome: <i>Circle the appropriate rating</i> | Exceeds Expectations |
|---|--|--|
| Demonstrating | First Steps | Making Progress |
| Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement | Uses obvious sensory information to explore the world, reacting more physically than verbally | Uses one sense (such as sight only or smell only) in a sensory experience, making 1-2 simple comments describing the experience |
| | Uses 2 or more senses (such as both sight and smell, or hearing and touch) to explore the world and makes 1 or more detailed comments describing sensory experiences | Conducts small hands-on/multi-sensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw conclusions |

Check off whatever applies to the context of this observation:

| | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for 4-year-olds

Child's Name _____ Date _____ Observer _____

Domain: SELF, FAMILY & COMMUNITY

Indicator #20.1

Plays and interacts with various children, sharing experiences and ideas with others.

| Not Yet Demonstrating | Child's Progress toward the Outcome: <i>Circle the appropriate rating</i> | Exceeds Expectations |
|--|--|--|
| First Steps | Making Progress | Accomplishing for 4's |
| Observes and imitates other children's activities most of the time | Plays alongside other children (rather than interactively) most of the time | Interacts with other children sharing objects and talking back and forth as they play for several minutes without cooperative idea sharing |
| | | Interacts with other children, sharing objects, conversation, and ideas to cooperate in play activities |
| | | Develops and/or extends themes in cooperative work/play activities |

Check off whatever applies to the context of this observation:

| | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines Portfolio Collection Form for 4-year-olds

Child's Name _____ Date _____ Observer _____

Domain: APPROACHES TO LEARNING

Indicator #25.3

**Role plays to express feelings, to dramatize stories, to try out social behavior observed
In adults, and reenact real-life roles and experiences.**

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet | Demonstrating | First Steps | Making Progress | Accomplishing for 4's | Exceeds Expectations |
|---|--|--|---|---|-----------------------------|
| <p>Adds dress-up clothes or other items to pretend play</p> | <p>Imitates real-life roles and experiences in simple role plays</p> | <p>Incorporates 1 – 2 social behaviors observed in adults and expression of 1 – 2 feelings in role playing real-life roles and experiences</p> | <p>Incorporates more than 2 social behaviors and/or expression of more than 2 feelings when role playing real-life roles and experiences so that a more complex story is dramatized</p> | <p>Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children</p> | |

Check off whatever applies to the context of this observation:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes | |
|---|--|--|--|

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

**NM Early Learning Guidelines
Portfolio Collection Form for 4-year-olds**

Child's Name _____ Date _____ Observer _____

Domain: APPROACHES TO LEARNING

Indicator #27.1

Focuses and completes a variety of tasks, activities, projects, and experiences.

| Not Yet Demonstrating | Child's Progress toward the Outcome: <i>Circle the appropriate rating</i> | Exceeds Expectations |
|---|---|---|
| First Steps | Making Progress | Accomplishing for 4's |
| Begins to show interest in adult-initiated activities | Stays with a task for up to five minutes; may give up when problems arise | Stays with a task for more than ten minutes and attempts to solve problems that arise |
| Stays with a task for up to five minutes; may give up when problems arise | Stays with a task for five to ten minutes and attempts to solve problems that arise | Stays with a task for more than ten minutes and attempts to solve problems that arise |
| Stays with a task for up to five minutes; may give up when problems arise | Stays with a task for five to ten minutes and attempts to solve problems that arise | Stays focused on an activity for more than ten minutes and ignores most distractions |

Check off whatever applies to the context of this observation:

| | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

***New Mexico
Early Learning Guidelines
Portfolio Collection Forms
for Kindergarten***

NM Early Learning Guidelines
Portfolio Collection Form for Kindergartners

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #6.1

Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Continuing Progress | Accomplishing for K (End of K) |
|---|---|--|--|--|
| <p>Uses 5-6 word sentences to express ideas</p> | <p>Uses complex questions and/or statements of 7 or more words to present and get information</p> | <p>Uses 2 connected sentences to express ideas and reply with relevant information to questions and comments of others</p> | <p>Uses 3 connected sentences to express ideas and reply with relevant information to questions and comments of others</p> | <p>Uses 4 connected sentences to express ideas and reply with relevant information to questions and comments of others</p> |

Check off whatever applies to the context of this observation:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes | |
|---|--|--|--|

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

**NM Early Learning Guidelines
Portfolio Collection Form for Kindergartners**

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #7.2

Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Continuing Progress | Accomplishing for K (End of K) |
|--|--|--|---|---|
| <p>Listens to stories and responds by asking related questions and making pertinent comments</p> | <p>Listens to stories and responds by asking related questions and/or making predictions or retelling stories read</p> | <p>Role plays main events of a story with puppets or other props</p> | <p>Demonstrates sense of story by identifying beginning, middle, end; characters; and details of plot</p> | <p>Answers questions that show comprehension of a story, including problems, solutions; fantasy vs. realism; cause and effect</p> |

Check off whatever applies to the context of this observation:

- | | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for Kindergartners

Child's Name _____ Date _____ Observer _____

Domain: LITERACY

Indicator #8.3

Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Continuing Progress | Accomplishing for K (End of K) |
|---|---|--|--|--|
| Purposely makes marks, scribbles or letter-like shapes identifying the writing as words | Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive | Writes own first and last name and many additional letters of the alphabet | Writes words using inventive (emergent) spelling with some correct letters and some approximations | Writes some simple words using standard spelling in combination with inventive (emergent) spelling |

Check off whatever applies to the context of this observation:

| | |
|---|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) |
| <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) | <input type="checkbox"/> More than 15 minutes |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for Kindergartners

Child's Name _____ Date _____ Observer _____

Domain: **NUMERACY**

Indicator #9.2

Uses numbers and counting as a means for solving problems and determining quantity.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Continuing Progress | Accomplishing for K (End of K) |
|---|---|--|--|--|
| <p>Correctly assigns a number to each item while counting five or fewer items using one to one correspondence</p> | <p>Correctly assigns a number to each item while counting six or more items using one to one correspondence</p> | <p>Correctly assigns a number to each item while counting 10 objects using one to one correspondence</p> | <p>Correctly assigns a number to each item while counting 11 to 19 objects using one to one correspondence</p> | <p>Correctly assigns a number to each item while counting 20 or more objects using one to one correspondence</p> |

Check off whatever applies to the context of this observation:

- | | |
|---|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) |
| <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for Kindergartners

Child's Name _____ Date _____ Observer _____

Domain: AESTHETIC CREATIVITY

Indicator #13.1

Communicates ideas and/or feelings through creative activities (for example, making up her own song, acting out a story, creating a piece of art work or a set of movements).

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Continuing Progress | Accomplishing for K (End of K) |
|---|---|--|--|--|
| <p>Communicates two ideas or feelings through creative activities</p> | <p>Communicates a more complex combination of ideas or feelings through creative activities</p> | <p>Communicates details about personal creations that show understanding of the medium with adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization)</p> | <p>Communicates details about personal creations that show understanding of the medium with minimal adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization)</p> | <p>Makes personal creations that combine different media with minimal adult help (i.e., drawing or painting to represent the sounds of music; creating props to accompany a dramatization)</p> |

Check off whatever applies to the context of this observation:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes | |
|---|--|--|--|

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for Kindergartners

Child's Name _____ Date _____ Observer _____

Domain: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS Indicator #14.1

Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Continuing Progress | Accomplishing for K (End of K) |
|---|---|--|--|---|
| Uses one sense (such as sight only or smell only) in a sensory experience, making 1-2 simple comments describing the experience | Uses 2 or more senses (such as both sight and smell, or hearing and touch) to explore the world and makes 1 or more detailed comments | Conducts small hands-on/multi-sensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw | Conducts small hands-on/multi-sensory experiments with adult guidance and records observations and conclusions through pictures, drawings, or dictations | Conducts small hands-on/multi-sensory experiments with adult guidance and records observations and conclusions through pictures, drawings, or dictations, and numbers or symbols on graphs and charts |

Check off whatever applies to the context of this observation:

- | | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

**NM Early Learning Guidelines
Portfolio Collection Form for Kindergartners**

Child's Name _____ Date _____ Observer _____

Domain: **SELF, FAMILY & COMMUNITY** Indicator #20.1

Plays and interacts with various children, sharing experiences and ideas with others.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Continuing Progress | Accomplishing for K (End of K) |
|--|---|--|--|---|
| Interacts with other children sharing objects and talking back and forth as they play for several minutes without cooperative idea sharing | Interacts with other children, sharing objects, conversation, and ideas to cooperate in play activities | Develops and/or extends themes in cooperative work/play activities | Understands that "fairness" requires taking turns being leader and group member in cooperative play and work | Shows understanding of "fairness" by actively participating in cooperative play and work projects whether role is that of leader or group member (Example: is able to accept direction from peer when in "member" role and is able to provide positive direction when in "leader" role) |

Check off whatever applies to the context of this observation:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Child-initiated activity <input type="checkbox"/> Teacher-initiated activity <input type="checkbox"/> New task for this child <input type="checkbox"/> Familiar task for this child | <input type="checkbox"/> Done independently <input type="checkbox"/> Done with adult guidance <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> Time spent (1-5 minutes) <input type="checkbox"/> Time spent (5-15 minutes) <input type="checkbox"/> More than 15 minutes | |
|---|--|--|--|

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

NM Early Learning Guidelines
Portfolio Collection Form for Kindergartners

Child's Name _____ Date _____ Observer _____

Domain: **APPROACHES TO LEARNING** Indicator #25.3

Role plays to express feelings, to dramatize stories, to try out social behavior observed in adults, and reenact real-life roles and experiences.

Child's Progress toward the Outcome: Circle the appropriate rating

| Not Yet Demonstrating | First Steps | Making Progress | Continuing Progress | Accomplishing for K (End of K) |
|---|--|--|---|--|
| Incorporates 1 – 2 social behaviors observed in adults and expression of 1 – 2 feelings in role playing real-life roles and experiences | Incorporates more than 2 social behaviors and/or expression of more than 2 feelings when role playing real-life roles and experiences so that a more complex story is dramatized | Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children | Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children and begins to sustain the role play across more than one day | Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children and makes plans to sustain the role play across more than one day |

Check off whatever applies to the context of this observation:

| | | |
|---|---|--|
| <input type="checkbox"/> Child-initiated activity | <input type="checkbox"/> Done independently | <input type="checkbox"/> Time spent (1-5 minutes) |
| <input type="checkbox"/> Teacher-initiated activity | <input type="checkbox"/> Done with adult guidance | <input type="checkbox"/> Time spent (5-15 minutes) |
| <input type="checkbox"/> New task for this child | <input type="checkbox"/> Done with peer(s) | <input type="checkbox"/> More than 15 minutes |
| <input type="checkbox"/> Familiar task for this child | | |

Anecdotal Note: Describe what you saw the child do and/or heard the child say (include photo, work sample or other documentation, if appropriate).

