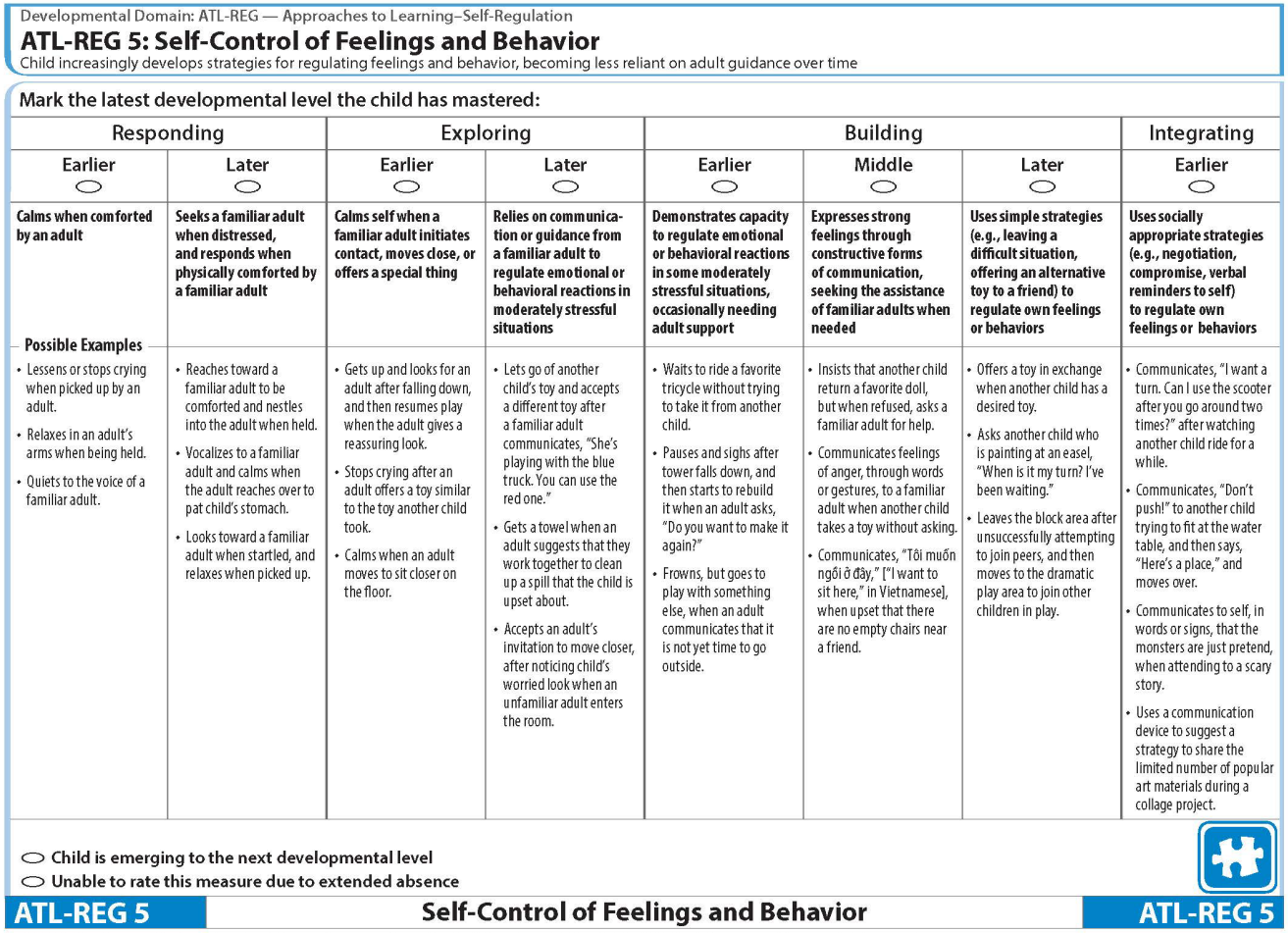
Measures Reflected by the Evidence: Building Blocks Outside

Domain	Measure definition	Why this video clip might be evidence
ATL-REG 4 **Curiosity and Initiative in Learning** 	Child explores the environment in increasingly focused ways to learn about people, things, materials and events. Select measure ATL-REG 4 and read the descriptor and examples for Exploring Later	This video might be evidence for the **Exploring Later** level because the children are moving the building blocks around to see how they can connect in a way that will work for their play.

Developmental Domain: ATL-REG — Approaches to Learning–Self-Regulation

ATL-REG 5: Self-Control of Feelings and Behavior

Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Calms when comforted by an adult	**Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult**	**Calms self when a familiar adult initiates contact, moves close, or offers a special thing**	**Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations**	**Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support**	**Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed**	**Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors**	**Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors**
Possible Examples							
• Lessens or stops crying when picked up by an adult. • Relaxes in an adult's arms when being held. • Quiets to the voice of a familiar adult.	• Reaches toward a familiar adult to be comforted and nestles into the adult when held. • Vocalizes to a familiar adult and calms when the adult reaches over to pat child's stomach. • Looks toward a familiar adult when startled, and relaxes when picked up.	• Gets up and looks for an adult after falling down, and then resumes play when the adult gives a reassuring look. • Stops crying after an adult offers a toy similar to the toy another child took. • Calms when an adult moves to sit closer on the floor.	• Lets go of another child's toy and accepts a different toy after a familiar adult communicates, "She's playing with the blue truck. You can use the red one." • Gets a towel when an adult suggests that they work together to clean up a spill that the child is upset about. • Accepts an adult's invitation to move closer, after noticing child's worried look when an unfamiliar adult enters the room.	• Waits to ride a favorite tricycle without trying to take it from another child. • Pauses and sighs after tower falls down, and then starts to rebuild it when an adult asks, "Do you want to make it again?" • Frowns, but goes to play with something else, when an adult communicates that it is not yet time to go outside.	• Insists that another child return a favorite doll, but when refused, asks a familiar adult for help. • Communicates feelings of anger, through words or gestures, to a familiar adult when another child takes a toy without asking. • Communicates, "Tôi muốn ngồi ở đây," ["I want to sit here," in Vietnamese], when upset that there are no empty chairs near a friend.	• Offers a toy in exchange when another child has a desired toy. • Asks another child who is painting at an easel, "When is it my turn? I've been waiting." • Leaves the block area after unsuccessfully attempting to join peers, and then moves to the dramatic play area to join other children in play.	• Communicates, "I want a turn. Can I use the scooter after you go around two times?" after watching another child ride for a while. • Communicates, "Don't push!" to another child trying to fit at the water table, and then says, "Here's a place," and moves over. • Communicates to self, in words or signs, that the monsters are just pretend, when attending to a scary story. • Uses a communication device to suggest a strategy to share the limited number of popular art materials during a collage project.

⬭ Child is emerging to the next developmental level
⬭ Unable to rate this measure due to extended absence

ATL-REG 5 Self-Control of Feelings and Behavior ATL-REG 5

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Domain	Measure definition	Why this video clip might be evidence
SED 4 **Relationships and Social Interactions with Peers**	Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers Select measure SED 4 and read the descriptor and examples for Building Earlier.	This video might be evidence for the **Building Earlier** level because both children are choosing to cooperatively play together to build with the blocks.

Developmental Domain: SED — Social and Emotional Development

SED 4: Relationships and Social Interactions with Peers

Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Shows awareness of other people, including children	**Shows interest in other children**	**Plays alongside other children, rarely interacting with them**	**Interacts in simple ways with familiar peers as they play side by side**	**Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays**	**Participates in extended episodes of cooperative play (including pretend play) with one or two friends**	**Initiates sustained episodes of cooperative play (including pretend play), particularly with friends**	**Organizes or participates in planning cooperative play activities with several peers, particularly with friends**
Possible Examples • Cries when hearing the sound of another child crying. • Orients toward other children. • Notices another child nearby.	• Moves excitedly when another child comes near. • Reaches toward another child to gain attention. • Smiles at another child.	• Selects a truck when other children nearby are playing with trucks. • Explores a toy alongside another child who is also exploring. • Reaches for a toy in the water alongside other children at the water table.	• Hands a bucket to a familiar peer sitting next to child in the sandbox. • Offers a block to a peer building a tower next to child. • Splashes excitedly with a peer at the water table, continuing back and forth.	• Takes a few turns trying on hats with a peer in the dramatic play area. • Plays chase briefly outside with two peers, and then goes to play alone in sandbox. • Plays cars with a peer for a short while.	• Builds a train track with two friends, taking turns connecting the track pieces. • Laughs and makes funny noises or faces with a friend while singing a song together. • Plays a game of telephone that involves having a conversation with a friend about going on a shopping trip together.	• Invites friends to build a pretend barn for toy animals and, at clean-up time, asks to save it so they can play with it tomorrow. • Invites friends to continue playing family from the day before. • Offers a new object for a fort that child has built with peers over several days. • Plays restaurant with friends, showing them the signs for food to be ordered.	• Plans how to build a boat with several peers, choosing materials and negotiating tasks. • Plays superheroes with peers, planning different characters and scenarios. • Joins peers in planning and gathering materials needed for a nature walk, such as nets, baskets, and bags.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

SED 4 — Relationships and Social Interactions with Peers — SED 4

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Domain	Measure definition	Why this video clip might be evidence
LLD 1 **Understanding of Language (Receptive)**	Child understands increasingly complex communication and language Select measure LLD 1 and read the descriptor and examples for Exploring Later.	This video might be evidence for the **Exploring Later** level because Girl 1 displays an understanding of what Girl 2 says by how she responds.

Developmental Domain: LLD — Language and Literacy Development

LLD 1: Understanding of Language (Receptive)

Child understands increasingly complex communication and language

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to voices, sounds, gestures, or facial expressions in basic ways	**Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalization, movements)**	**Recognizes a few frequently used words or gestures in familiar situations**	**Shows understanding of a variety of single words**	**Shows understanding of frequently used simple phrases or sentences**	**Shows understanding of a wide variety of phrases or sentences**	**Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities**	**Shows understanding of language that refers to abstract concepts, including imaginary events**	**Shows understanding of a series of complex statements that explain how or why things happen**
Possible Examples								
• Turns head toward, or looks in the direction of, the voice of an adult. • Makes eye contact with a familiar adult. • Quiets or orients in the direction of a sound, touch, or gesture.	• Smiles or gurgles in response to a familiar adult's voice or simple gestures. • Makes a sound similar to "Mmmmm" during a social interaction with a familiar adult. • Averts eyes to disengage from a social interaction with an adult.	• Waves, "Bye-bye," after an adult communicates, "Good-bye." • Bounces or waves arms to indicate interest in continuing an activity after an adult pauses and asks, "More?" • Orients toward a familiar person or thing when it is named.	• Indicates a bell in a storybook when adult asks about a bell. • Looks to the wagon after an adult refers to the wagon • Points to pictures of a bird, a tree, and a house, as an adult says the name of each, while looking at a book together.	• Gets jacket after an adult communicates, "Get your jacket. It's time to go outside." • Moves to the sink after an adult communicates, "Time to wash hands." • Passes the milk at lunch time after an adult communicates, "Please pass the milk."	• Offers to help after an adult communicates, "Would you like to help me feed the turtle?" • Collects different types of art supplies after an adult explains an art project and where to find the supplies. • Hands crayons from the shelf after an adult asks, "Can you hand me the crayons that are on the shelf?"	• Adds blocks to a tower after a peer says, "Let's make our skyscraper the tallest!" • Holds the door open, after an adult asks the child to do so, until all of the other children have come into the room. • Points to the picture of an eagle and its nest while sharing a book about animals building their homes.	• Communicates, "I'm a princess and I live in a castle," while playing dress-up. • Pretends to be a character in a story after a read-aloud of the story. • Draws a picture of a cocoon after sharing a book about the life cycle of a butterfly.	• Explains how to plant seeds to a peer after an adult reads a book about planting seeds. • Draws a picture about the changing seasons, after an adult talks about why the weather has changed. • Selects materials that float, while making a boat, after hearing an adult talk about materials that float or sink.

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

LLD 1 — Understanding of Language (Receptive) — LLD 1

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Domain	Measure definition	Why this video clip might be evidence
LLD 4 **Reciprocal Communication and Conversation**	Child engages in back-and-forth communication that develops into increasingly extended conversations Select measure LLD 4 and read the descriptors and examples for Building Earlier.	This video might be evidence for the **Building Earlier** level because the children are engaging in brief back-and-forth communication with each other about where to put the blocks using short phrases and sentences. Girl 1 is doing most of the communicating .

Developmental Domain: LLD — Language and Literacy Development

LLD 4: Reciprocal Communication and Conversation

Child engages in back-and-forth communication that develops into increasingly extended conversations*

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to sounds or movements of others in basic ways	**Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions**	**Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions**	**Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning**	**Engages in brief back-and-forth communication, combining words to communicate meaning**	**Engages in brief back-and-forth communication, using short phrases and sentences**	**Engages in brief conversations with a shared focus**	**Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas**	**Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas**
Possible Examples								
• Looks in the direction of voices or movement. • Quiets in response to sound. • Turns toward the soft touch of an adult. • Looks at a familiar adult during feeding.	• Smiles at an approaching familiar adult. • Makes sounds when a familiar adult stops talking. • Reaches toward a familiar adult.	• Expresses, "Ba," in response to an adult talking about a ball, and then waits for the adult to respond. • Waves, "Good-bye," after parent waves, "Good-bye." • Covers eyes to signal an adult to continue playing peek-a-boo.	• Communicates, "Yes," or "No," after an adult asks, "Do you want more milk?" • Rubs eyes and responds, "Night-night," after a familiar adult asks, "Are you tired?" • Brings a ball to an adult, and then responds, "Ball," after the adult asks, "Do you want me to play ball with you?"	• Makes eye contact with an adult while holding a stuffed bear. When the adult asks, "Whose teddy bear is that?" communicates, "My bear." • Communicates with an adult, during lunch, "Thêm phô mai," ["More cheese," in Vietnamese]. When the adult responds, "You really like cheese!" communicates, "Con thích phô mai," ["I like cheese," in Vietnamese]. • Communicates, "That's a monkey," while reading a story with an adult. When the adult says, "Yes, he's climbing," replies, "Climbing up high."	• Communicates, "我是寶寶," ["I'm the baby," in Chinese] after a peer communicates, "I'm the mommy," while playing house. • Hands play dough to a peer. When the peer takes the play dough and says, "I'm gonna make a dog," responds, "I'm making a snake." • Asks a peer for some blocks to put in child's truck while playing with trucks. When the peer replies, "Here," and hands over several blocks, responds, "That's too many," and takes only two blocks from the peer.	• Communicates, "That's my family," while looking at a photo with a peer. When the peer says, "You have two sisters," responds, "I have a big sister, and that's my baby sister." • Responds to an adult's comments about animals that live in the zoo, "Fui al zoológico," ["I went to the zoo," in Spanish]. When an adult replies, "There are lots of animals in the zoo," child says, "Los caimanes son los animales que más me gustan," ["I like the alligators best," in Spanish] and continues to converse about other animals at the zoo. • Has a brief conversation with a peer while looking at a caterpillar together. Comments, "That is really hairy." When peer responds, "Yeah, really hairy," child continues, "He has lots of legs, too."	• Has a conversation with a peer about things that they like to do together with their families. Says, "My family goes to the park on Sundays." When peer asks, "Every Sunday?" child responds, "Yeah, but sometimes we go to the park with the swimming pool and sometimes the park with the big playground." Then when peer says, "My grandma takes me to the park," child responds, "My grandma takes me to the store." Conversation continues. • Has a conversation with an adult about the size of dinosaurs. When the adult says that dinosaurs were all different sizes, child responds by naming a big dinosaur, then naming a small dinosaur. Then when the adult says that some dinosaurs had horns, child continues the conversation by saying that some dinosaurs flew like birds.	• Has a conversation with an adult while planting sunflower seeds together, asking how to plant the seeds and making guesses about how big the plants will get and how long it will take before the plants begin to grow. • Has a conversation with a peer before and while building a fort, including offering ideas on what materials they need and suggesting ways to make sure that the walls keep standing as they are building it. • Has a conversation with an adult about how dinosaurs lived and how people live, providing suggestions about what it would be like if dinosaurs and people lived in the same place.

* *Conversations can include communication using sign language or alternative communication systems.*

○ Child is emerging to the next developmental level
○ Unable to rate this measure due to extended absence

LLD 4 — Reciprocal Communication and Conversation — LLD 4

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