Measures Reflected by the Evidence: Dramatic Play

Domain	Measure definition	Why this video clip might be evidence
SED 3 **Relationships and Social Interactions with Familiar Adults**	Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults Select measure SED 3 and read the descriptors and examples for Building Earlier.	This video might be evidence for the **Building Earlier**. Joanna is taking turns listening to the stethoscope with the adult.

Developmental Domain: SED — Social and Emotional Development

SED 2: Social and Emotional Understanding

Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ⬭	Later ⬭	Earlier ⬭	Later ⬭	Earlier ⬭	Middle ⬭	Later ⬭	Earlier ⬭
Responds to faces, voices, or actions of other people	**Shows awareness of what to expect from familiar people by responding to or anticipating their actions**	**Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations**	**Adjusts behavior in response to emotional expressions of people who are less familiar**	**Identifies own or others' feelings**	**Communicates, with adult assistance, about feelings that caused own behavior or others' behavior**	**Communicates ideas about why one has a feeling or what will happen as a result of a feeling**	**Communicates ideas about how own or another's personality affects how one thinks, feels, and acts**
Possible Examples							
• Looks at faces. • Turns head toward an adult during feeding. • Grasps an adult's finger when palm of child's hand is touched.	• Smiles when an adult continues after pausing during a game of pattycake. • Looks toward the location of where an adult's face will reappear during a game of peek-a-boo. • Kicks legs in excitement or adjusts body when a familiar adult leans forward to pick child up.	• Pays attention to a familiar adult's facial expressions when an unfamiliar person enters the room. • Stops playing, looks up, and then smiles when hearing a familiar adult's laugh. • Starts to climb on a table, but pauses in response to an adult's cautionary look and warning.	• Moves or looks toward a familiar adult when a less familiar adult enters the room. • Pauses after reaching toward a peer's toy, to check on a less familiar adult's response. • Stops in response to a warning from another child's parent about getting too close to the swing.	• Communicates, "También me gusta pintar, me hace feliz," ["I like to paint, too; it makes me happy," in Spanish] after noticing a child at an easel. • Communicates that a crying child is sad. • Communicates, "She wants the big truck." • Points to "angry" picture on emotion chart while looking at a peer.	• Responds that a friend is sad, when an adult asks, "Why did your friend get his blanket?" • Communicates that the turtle was scared, when an adult asks, "Why did the turtle go into its shell?" • Communicates, "Cô bé nhớ mẹ của mình," ["She misses her mommy," in Vietnamese] when an adult asks, "What happened?"	• Communicates, "Magagalit siya kapag bumagsak na naman ang kanyang tulay," ["He'll be mad if his bridge is knocked down again," in Tagalog]. • Uses a communication device to express, "I feel sleepy when it gets dark." • Communicates, "I'm bored. I'm going to play with the blocks now."	• Communicates to a peer, "You're silly," when the peer starts giggling and other children join in. • Communicates that a peer is shy when seeing her hide as an unfamiliar adult approaches. • Communicates that another child plays with everyone because he is so friendly.

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

SED 2 — Social and Emotional Understanding — SED 2

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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 Building Earlier.	This video might be evidence for **Building Earlier**. Joanna is showing an understanding of what the adult is asking by nodding, pointing, and answering her questions.

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
ELD 2 **Self-Expression in English (Expressive English)**	Child shows increasing progress toward fluency in speaking English Select measure ELD 2 and read the descriptors and examples for Developing English.	This video might be evidence for **Developing English.** Joanna says in English "I hear it" and "your heart."

Developmental Domain: ELD — English-Language Development

ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English

Conditional Measure

⬭ Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

Discovering Language ⬭	Discovering English ⬭	Exploring English ⬭	Developing English ⬭	Building English ⬭	Integrating English ⬭
Uses a few "first words" or word-like sounds or gestures to communicate in home language	**Communicates in home language or nonverbally, or both**	**Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English**	**Communicates in English, using single words and common phrases (may mix English with home language)**	**Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)**	**Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)**
Possible Examples					
• Asks for food when hungry, by using a special word, sound, or gesture for food. • Communicates from child's home language, "Mama," "Dada," or other word approximations. • Reaches for or gestures for an object.	• Takes an adult's arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container. • Nods, "Yes," and responds in home language in response to a routine question such as, "Do you want more milk?" while an adult holds up a pitcher of milk. • Communicates,"¿Puedo pintar contigo?" ["Can I paint with you?" in Spanish] while approaching a peer who is painting. • Communicates, "这是它们的家," ["This is their home," in Chinese] while putting some toy animals under a blanket in the dramatic play area.	• Communicates in English, "Bye," to a peer when leaving at the end of the day. • Greets peers in home language and joins in singing the words "good morning" in English during the daily morning song. • Chimes in with, "The end!" in English when an adult finishes reading a story to a small group of children.	• Communicates in English, "Marker," to ask for a marker from a peer while playing restaurant in the dramatic play area. • Communicates in English, "I do a house," ["I *made* a house,"] while painting. • Communicates to a peer in English, "My turn," and gestures at the slide during outdoor play. • Communicates, "The dog 变成一个lady 了," ["The dog turned into a lady," in English and Chinese] while helping to put a dress on a stuffed dog in the dramatic play area.	• Communicates to a peer while playing with play dough, "I make galletitas ["cookies" in Spanish] and pan ["bread" in Spanish]. You like it?" ["I *made* cookies and bread. *Do* you like it?"] • Communicates to a peer in English, "Come! I show you!" ["Come! I *will* show you!"] and brings the peer to child's cubby, where child takes a stuffed animal out of a bag. • Communicates in English, "The lamb lick my hand!" ["The lamb *licked* my hand!"] when describing a family trip to a petting farm that occurred last weekend. • Communicates to a peer, "My dad ride a ng⊠a," ["My dad *rides* a" in English; "horse" in Vietnamese] while attempting to draw a horse.	• Communicates in English, "This is happy new year. This is mommy and me. We saw the dragon," in response to an adult asking, "Tell me about your picture." • Communicates to a peer, "I ate huevitos ["little eggs" in Spanish]. The huevitos were really yummy! My papi ["daddy" in Spanish] and me, we get them at la tiendita ["the little store" in Spanish]." • Communicates in English, "I'm going to cook them now," while throwing some noodles made with play dough into a toy pot, and later puts "cooked noodles" on a plate and communicates, "Here's a plate for you," while handing it to a peer.

⬭ Child is emerging to the next developmental level

⬭ Unable to rate this measure due to extended absence

ELD 2 **Self-Expression in English (Expressive English)** **ELD 2**

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