

Introduction

If a student is enrolled in a virtual learning environment for an entire 1st 9 weeks then the following domains and measures are required with a specific focus on a particular developmental level for each measure.

Domain: Social and Emotional Development

Measure: SED 1: Identity of Self in Relation to Others

Developmental Level 4: Compares own preferences or feelings to those of others

Possible Examples:

- Selects a pink crayon for a friend whose favorite color is pink, then selects a blue crayon for self.
- Communicates to a peer that they both like peanut butter and jelly sandwiches.
- Communicates, "I love to swim, but my sister doesn't."

Measure: SED 2: Social and Emotional Understanding

Developmental Level 3: Communicates ideas about why one has a feeling or what will happen as a result of a feeling

Possible Examples:

- Communicates, "He'll be mad if his bridge is knocked down again."
- Uses a communication device to express, "I feel sleepy when it gets dark."
- Communicates, "I'm tired. I don't want to write anymore."

Measure: SED 5: Symbolic and Sociodramatic Play

Developmental Level 3: Engages in roles in pretend-play sequences with others

Possible Examples:

- Pumps arm while saying "Whoowhoo," and then collects "tickets" from seated "passengers."
- Plays store, "scanning" items, placing them in bags, and collecting "money" from peers.
- Uses a hose to "pump gas" as other children wait in line with their tricycles.

Domain: Language and Literacy

Measure: LLD 1: Understanding of Language (Receptive)

Developmental Level 3: Shows understanding of language that refers to abstract concepts, including imaginary events

Possible Examples:

- Communicates, “I’m going to be a princess someday and live in a castle,” while playing with costumes.
- Pretends to be a character in a story after a read-aloud of the story.
- Contributes ideas during a classroom activity about what grown-ups do while at work.

Measure: LLD 2: Responsiveness to Language

Developmental Level 3: Carries out multi-step requests that involve a familiar activity or situation

Possible Examples:

- Puts toy in cubby and goes to rug when adult communicates it is time to put your toy in the cubby and go to the rug for storytime.
- Follows the steps communicated by an adult at the end of an art activity to remove smock, hang it up, and then wash hands.
- Follows adult’s request to “push your chair in, put your book in the cubby, and wash your hands.”

Measure: LLD 3: Communication and Use of Language (Expressive)

Developmental Level 3: Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors

Possible Examples:

- Communicates to a peer, during play, “Yesterday, we made vegetable soup at my house.” (“We” is a pronoun; “made” is past tense.)
- Communicates, “His birthday is tomorrow. He *will* be five.” (“His” is a possessive pronoun; “he” is a pronoun; “will be” is future tense.)
- Communicates in sign language that the cat’s feet are wet.” (“Cat’s” is possessive; “feet” is plural.)
- Communicates, “He *runned* really fast [He *ran* really fast].” (“Runned” is past tense with grammatical error.)

Measure: LLD 5: Interest in Literacy

Developmental Level 2: Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games

Possible Examples:

- Asks questions or communicates about why something happened in a story.
- Starts a song or rhyme with others while playing outside.
- Uses finger puppets while reciting a familiar rhyme.

Measure: LLD 6: Comprehension of Age-Appropriate Text

Developmental Level 3: Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect

Possible Examples:

- Predicts that the firefighters will come quickly to put out the fire, after an adult pauses while reading a book about firefighters to ask, "What will happen next?"
- Draws a caterpillar, a cocoon, and a butterfly after an adult reads a story about the life of a butterfly.
- Pretends to be Max, refuses to eat dinner, and then pretends to turn into a monster and become the king of the monsters, after hearing the book *Where the Wild Things Are*.
- Comments, "The man got mad because the monkeys took his hat," during a read-aloud of the story *Caps for Sale*.

Measure: LLD 7: Concepts About Print

Developmental Level 3: Demonstrates understanding of how to follow print on a page of text

Possible Examples:

- Moves fingers along print, from one end of the page to another.
- Points to the first word on a page and then communicates, "Start here."
- Points to the words on the front cover of the book or title page and communicates that it is the name of the book.
- Follows along Braille text with both hands.

Measure: LLD 8: Phonological Awareness

Developmental Level 3: Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; *and*

Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects

Possible Examples:

- Answers, “Goldfish,” after an adult asks, “If you put together the words ‘gold’ and ‘fish,’ what word does that make?”
- Communicates, “Rain,” after an adult communicates, “There are two words in ‘raincoat.’ What happens when we take away the word ‘coat’?” while moving a picture of a coat away from a picture of rain.
- Communicates, “Zebra,” after an adult separates the word into syllables, and says, “Ze–” and “–bra,” while looking at a wordless picture book about the zoo.
- Communicates, “Marker,” after an adult communicates, “What happens when I put the two syllables ‘mark-’ and ‘-er,’ together?”

Measure: LLD 9: Letter and Word Knowledge

Developmental Level 3: Identifies ten or more letters (not necessarily at the same time); *and*

Shows understanding that letters make up words

Possible Examples:

- Names at least ten letters while placing them on a magnet board.
- Copies the word “cat” and communicates that it says “cat” (letters may not be written accurately).
- Says, “Fish,” after reading the word in Braille.

Measure: LLD 10: Emergent Writing

Developmental Level 3: Uses letters or clearly recognizable approximations of letters to write own name

Possible Examples:

- Signs a self-made card to grandma, using a few letters from own name.
- Uses a few letter stamps to represent own name.
- Writes own name on drawings made in class.

Domain: Cognition-Math

Measure: COG: MATH 2: Number Sense of Quantity

Developmental Level 3: Shows understanding that the last number counted is the total number of objects in the group

Possible Examples:

- Counts ducks in a story book, “One, two, three, four, five,” and then communicates that there are five.
- Communicates that there are six cubes after counting a collection of six cubes.
- Counts four pencils and says, “Four,” when asked how many pencils there are.

Measure: COG: MATH 3: Number Sense of Math Operations

Developmental Level 3: Uses counting to add or subtract one or two objects to or from a group of at least four objects

Possible Examples:

- Adds one counting bear to a group of four, and counts, “I have one . . . two . . . three . . . four . . . five.”
- Removes two of seven ducks from a flannel board and counts the remaining ducks, and then communicates that there are five left.
- Adds two cars to a train with four cars, counts the number of cars, and communicates that there are now six cars.
- Watches an adult add two markers to a group of four markers, counts the total number, and communicates that there are six.

Measure: COG: MATH 4: Measurement

Developmental Level 3: Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity)

Possible Examples:

- Arranges several leaves by size while working on a fall leaf project.
- Lines up several objects from smallest to largest in the science area.
- Arranges five shapes on an electronic tablet from small to large by touching and dragging.
- Puts four different objects on a balance scale, then lines them up from lightest to heaviest.

Measure: COG: MATH 6: Shapes

Developmental Level 4: Describes several shapes and the differences between them

Possible Examples:

- Communicates, “This one has a pointy part. This one is curvy,” when examining a triangle and a circle.
- Communicates that a triangle has three sides and a square has four sides.
- Communicates that two sides of a rectangle are longer, but the sides of a square are all the same.

Domain: Physical Development

Measure: PD 1: Perceptual-Motor Skills and Movement Concepts

Developmental Level 3: Anticipates and then adjusts, on own, aspects of movement (e.g., effort, spatial, directional) in relation to people and objects in familiar spaces

Possible Examples:

- Changes pathway of movement from straight to curved or zigzag when following another child during a game of follow the leader.
- Pedals a wheel toy harder to go faster when catching up to another child on a wheel toy.
- Uses feet to slow self when coming down a ramp.
- Reaches for a small pitcher of milk without bumping into other objects on the table during lunch.

Measure: PD 2: Gross Locomotor Movement Skills

Developmental Level 3: Combines and coordinates two or more locomotor movements together in effective ways, with some success

Possible Examples:

- Runs with long strides, showing arm and leg opposition (e.g., right arm and left leg).
- Crouches down and then jumps forward using both legs.
- Hops on one foot, holding arms out for balance and sometimes putting a foot down in between hops.

Measure: PD 3: Gross Motor Manipulative Skills

Developmental Level 3: Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements

Possible Examples:

- Uses hands to catch a beanbag tossed to either side of the body.
- Strikes a ball off a cone, using a bat, with a horizontal swing and rotation of upper trunk.
- Runs up to a stationary ball, plants foot next to the ball, and then swings leg for a forceful kick.

Measure: PD 4: Fine Motor Manipulative Skills

Developmental Level 4: Performs with efficiency a variety of tasks that require precise manipulation of small objects

Possible Examples:

- Makes a necklace by stringing a variety of small beads with narrow holes.
- Uses a computer mouse to draw details of a picture on a computer screen.
- Rotates pencil within the hand to use the eraser when scribbling with a pencil.
- Uses scissors to cut more challenging materials such as fabric or cardstock during an art activity.