



Arkansas Child Development and Early Learning Standards

*Developmental  
Rating Scale:  
19 through 60 Months*

October 2017



UNIVERSITY OF  
ARKANSAS

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# USING THE ARKANSAS CHILD DEVELOPMENT AND EARLY LEARNING STANDARDS DEVELOPMENTAL RATING SCALES (DRS)

The *Arkansas Child Development and Early Learning Standards Developmental Rating Scales* are designed as companion pieces to the *Arkansas Child Development and Early Learning Standards (CDELS): Birth through 60 Months*. The organization of the document is based on the nine domains of development and learning within the Arkansas CDELS.

There are two developmental rating scales aligned with the Arkansas CDELS—*Arkansas CDELS Developmental Rating Scale: Birth through 36 Months* and *Arkansas CDELS Developmental Rating Scale: 19 through 60 Months*. The *Arkansas CDELS Developmental Rating Scale: Birth through 36 Months* was created with the infant and toddler teacher in mind, and the *Arkansas CDELS Developmental Rating Scale: 19 through 60 Months* with the preschool teacher in mind. Both documents include a wide range of development to capture both advancements and delays in observable skills and behaviors.

## The Arkansas CDELS DRS *IS* intended to be:

- A practical way of documenting each child’s development over an extended period of time.
- A tool that can be used to develop a complete picture of individual children in order to plan appropriate strategies and activities to promote growth and development.
- A comfortable way to help families recognize emerging skills and abilities of their child.
- A method of documenting skills and behaviors that can be shared with support staff and specialists.

## The Arkansas CDELS DRS *IS NOT* intended to be:

- A means of comparing the progress of one child with that of another.
- A measure for assessing a child’s readiness to enter kindergarten.

## RATING CATEGORIES

The **Arkansas CDELS DRS** includes three categories for identifying where children are in their development with regard to each item on the scale. The categories are:

- **Not yet** — Evidence of this skill is rarely or never seen.
- **Emerging** — Some evidence of this skill has been observed.
- **Consistently** — The skill is one that the child has mastered and demonstrated consistently.

## HOW TO USE THE DEVELOPMENTAL RATING SCALE

- Make at least one copy of the **Arkansas CDELS DRS** for each child. There is an interactive version of this document that can be downloaded and completed electronically.
- Complete the **Arkansas CDELS DRS** based on your daily observations of each child over a period of time. It is not necessary to complete every item in one observation period.
- Complete the **Arkansas CDELS DRS** at least twice a year. Best practice suggests three times a year-- once about a month after the child enters the program, a mid-year observation, and again near the end of the year.

## COMMENTS SECTION

This space allows the user to add other examples, note any discrepancies, and make notes about the specific context in which a child does and does not demonstrate a skill or behavior. For example, for the learning goal *MT2.1 Uses classification and patterning skills*, you might note in the *Comments* section that “Child sorts objects based on two colors, but does not sort by shape or size.” Thus there is a discrepancy in behavior observed. These comments also tell you that the child is able to sort by a simple attribute (color), but not by another attribute (shape, size). From the information you have included in the *Comments* section, you may need to think of ways to help the child start sorting by various attributes.



# Arkansas Child Development and Early Learning Standards Learning Goal Summary Table

Domain of Development and Learning	Learning Goal
<b>Social and Emotional Development</b>	<p><b>SE1. Relationships with Others</b> SE1.1 Forms trusting relationships with nurturing adults SE1.2 Interacts with peers</p> <p><b>SE2. Emotional Expression and Understanding</b> SE2.1 Experiences, expresses, and regulates a range of emotions SE2.2 Interprets and responds to the feelings of others</p> <p><b>SE3. Self-Awareness and Self-Concept</b> SE3.1 Shows awareness of self as unique individual SE3.2 Demonstrates competence and confidence</p>
<b>Cognitive Development</b>	<p><b>CD1. Approaches to Learning</b> CD1.1 Shows curiosity and a willingness to try new things CD1.2 Shows persistence in approaching tasks</p> <p><b>CD2. Executive Function</b> CD2.1 Focuses and sustains attention CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts CD2.3 Regulates impulses and behaviors CD2.4 Holds and manipulates information in memory</p> <p><b>CD3. Logic and Reasoning</b> CD3.1 Uses reasoning and planning ahead to solve problems and reach goals CD3.2 Engages in symbolic and abstract thinking</p>
<b>Physical Development and Health</b>	<p><b>PH1. Gross Motor</b> PH1.1 Demonstrates locomotor skills PH1.2 Shows stability and balance PH1.3 Demonstrates gross-motor manipulative skills</p> <p><b>PH2. Fine Motor</b> PH2.1 Demonstrates fine-motor strength, control, and coordination PH2.2 Adjusts grasp and coordinates movements to use tools</p> <p><b>PH3. Health and Well-Being</b> PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices PH3.2 Shows awareness of safe behavior PH3.3 Engages in a variety of developmentally appropriate physical activities PH3.4 Takes appropriate actions to meet basic needs</p>
<b>Language Development</b>	<p><b>LD1. Receptive Language</b> LD1.1 Understands and responds to language (in child's home language)</p> <p><b>LD2. Expressive Language</b> LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)</p> <p><b>LD3. Communication Skills</b> LD3.1 Communicates using social and conversational rules</p> <p><b>LD4. English Language Development of Dual Language Learners</b> LD4.1 Demonstrates progress in attending to, understanding, and responding to English LD4.2 Demonstrates progress in speaking and expressing self in English</p>

Domain of Development and Learning	Learning Goal
<b>Emergent Literacy</b>	<p><b>EL1. Engagement in Literacy Experiences and Understanding of Stories and Books</b>            EL1.1 Shows interest in literacy experiences            EL1.2 Engages in read-alouds and conversations about books and stories</p> <p><b>EL2. Phonological Awareness</b>            EL2.1 Notices and manipulates the sounds of language</p> <p><b>EL3. Knowledge and Use of Books, Print, and Letters</b>            EL3.1 Responds to features of books and print            EL3.2 Shows knowledge of the shapes, names, and sounds of letters            EL3.3 Demonstrates emergent writing skills</p>
<b>Mathematical Thinking</b>	<p><b>MT1. Number Concepts and Operations</b>            MT1.1 Demonstrates number sense and an understanding of quantity            MT1.2 Explores combining and separating groups (numerical operations)</p> <p><b>MT2. Algebraic Thinking</b>            MT2.1 Uses classification and patterning skills</p> <p><b>MT3. Measurement and Comparison</b>            MT3.1 Participates in exploratory measurement activities and compares objects</p> <p><b>MT4. Geometry and Spatial Sense</b>            MT4.1 Explores and describes shapes and spatial relationships</p>
<b>Science and Technology</b>	<p><b>ST1. Scientific Practices</b>            ST1.1 Engages in the scientific process to collect, analyze, and communicate information</p> <p><b>ST2. Knowledge of Science Concepts</b>            ST2.1 Demonstrates knowledge of core science ideas and concepts</p> <p><b>ST3. Knowledge of Science Content</b>            ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials            ST3.2 Uses tools and engineering practices to explore and solve problems            ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play</p>
<b>Social Studies</b>	<p><b>SS1. Family, Community, and Culture</b>            SS1.1 Demonstrates positive connection to family and community</p> <p><b>SS2. History and Geography</b>            SS2.1 Shows awareness of sequence and change over time            SS2.2 Demonstrates simple geographic knowledge</p>
<b>Creativity and Aesthetics</b>	<p><b>CA1. Music and Movement</b>            CA1.1 Explores through listening, singing, creating, and moving to music</p> <p><b>CA2. Visual Arts</b>            CA2.1 Explores, manipulates, creates, and responds to a variety of art media</p> <p><b>CA3. Drama</b>            CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</p>

## Arkansas CDELS Developmental Rating Scale: 19 through 60 Months

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

**Observation #1**

**Observation #2**

**Observation #3**

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

### Domain of Development & Learning — Social and Emotional Development

#### SE1. Relationships with Others

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>SE1.1 Forms trusting relationships with nurturing adults</b>					
<b>19-36 months Indicators: (begins at 9 months)</b> <b>Strand: Attachment Relationships</b> <ul style="list-style-type: none"> <li>• Looks to particular people for security, comfort and protection</li> <li>• Shows distress when separated from special person (separation anxiety)</li> <li>• Shows distress when encountering strangers (stranger anxiety)</li> <li>• Explores environment while regularly checking in with trusted adults</li> </ul>	1				
	2				
	3				
<b>19-48 months Indicators:</b> <b>Strand: Interactions</b> <ul style="list-style-type: none"> <li>• Participates in longer back-and-forth interactions with adults                             <ul style="list-style-type: none"> <li>○ imitates adults' actions (reads book to stuffed animals like the teacher reads to the class)</li> <li>○ seeks assistance (asks for help to hang his picture on the bulletin board)</li> <li>○ engages in role play, games or other activities (Says, "I'm a dog" then she crawls on carpet and barks)</li> </ul> </li> <li>• Later in this age range                             <ul style="list-style-type: none"> <li>○ shares experiences (talks about going to the zoo with her cousin)</li> <li>○ communicates ideas (Says, "It's raining outside")</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Interactions</b></p> <ul style="list-style-type: none"> <li>• Takes greater initiative in social interactions               <ul style="list-style-type: none"> <li>○ starts conversation with teacher</li> <li>○ asks another child to join in play</li> <li>○ begins to show interest in familiar adults' feelings, preferences, and well-being (When talking about favorite foods in classroom, asks teacher, "What is your favorite food?")</li> </ul> </li> </ul> <p><b>Strand: Attachment Relationships</b></p> <ul style="list-style-type: none"> <li>• Separates from primary caregivers with minimal distress when with other familiar and trusted adults (Goes with the Program Director to get snacks for class)</li> </ul>	1				
	2				
	3				
<b>SE1.2 Interacts with peers</b>					
<p align="center"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Stages of Play</b></p> <ul style="list-style-type: none"> <li>• Begins to engage in parallel play (playing next to but not directly involved in another child's play). For example two children are playing at the water table but not interacting with each other.</li> </ul>	1				
	2				
	3				
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Stages of Play</b></p> <ul style="list-style-type: none"> <li>• Participates in associative play               <ul style="list-style-type: none"> <li>○ plays independently but engaging in the same activity as other children (a group of children sit at the same table with snap together blocks but no interaction)</li> </ul> </li> <li>• Later in this age range               <ul style="list-style-type: none"> <li>○ may interact through talking or sharing toys (working a puzzle together)</li> </ul> </li> </ul>	1				
	2				
	3				



Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Develops Friendships</b></p> <ul style="list-style-type: none"> <li>• Shows preferences for certain playmates</li> <li>• Later in this age range               <ul style="list-style-type: none"> <li>○ develops friendships with a small group of children that are more reciprocal, exclusive, and enduring over time (three children in the class sit together and play together indoors and outdoors daily)</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Stages of Play</b></p> <ul style="list-style-type: none"> <li>• Engages in cooperative play with peers (communicates and collaborates with other children in role play or to achieve a goal). For example, says he will be baby bear when a group of children act out the Three Bear's story in the Dramatic Play center.</li> </ul> <p><b>Strand: Social Skills</b></p> <ul style="list-style-type: none"> <li>• Shows increasing understanding and demonstration of social skills               <ul style="list-style-type: none"> <li>○ take turns (on outdoor riding toys)</li> <li>○ initiates and joins in group play situations (Says, "Let's have a puppet show")</li> <li>○ solves social conflict with adult guidance (Following the teacher's direction, says, "I want a turn with the red play dough when you finish")</li> </ul> </li> </ul>	1				
	2				
	3				
<b>SE2. Emotional Expression and Understanding</b>					
<b>SE2.1 Experiences, expresses, and regulates a range of emotions</b>					
<p align="center"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Emotion Regulation</b></p> <ul style="list-style-type: none"> <li>• Comforts self by seeking a special toy, object, or caregiver when upset (Gets his stuffed puppy to hold out of cubby when upset)</li> </ul>	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Emotion Expression</b></p> <ul style="list-style-type: none"> <li>• Begins to use words, signs, and pretend play to express basic emotions (joy, sadness, contentment, distress, interest, surprise, anger, fear) as well as more complex emotions such as pride</li> <li>• Later in this age range               <ul style="list-style-type: none"> <li>○ uses other communication methods to express basic emotions as well as more complex, self-conscious emotions with increasing awareness of their effects on others</li> <li>○ expresses other emotions such as                   <ul style="list-style-type: none"> <li>◆ Embarrassment</li> <li>◆ Shame</li> <li>◆ Guilt</li> </ul> </li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Emotion Expression</b></p> <ul style="list-style-type: none"> <li>• Shows increasing ability to constructively express emotions and alter emotional expression based on their social context and cultural norms*</li> </ul> <p><b>Strand: Emotion Regulation</b></p> <ul style="list-style-type: none"> <li>• Uses an expanding range of self-regulation strategies with support and modeling               <ul style="list-style-type: none"> <li>○ takes deep breaths and counts to 10</li> <li>○ uses verbal reasoning (tells the person he or she is angry and what he or she did or what happened to make him or her angry)</li> <li>○ seeks quiet alone time in the classroom</li> <li>○ walks away from the situation and looks out the window</li> </ul> </li> </ul> <p><i>*Some cultures and families emphasize maximizing positive emotions, whereas some other cultures place greater value on appearing calm rather than happy or excited. Some cultures also tend to encourage minimizing negative emotions, while others emphasize experiencing a balance between positive and negative emotions.</i></p>	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>SE2.2 Interprets and responds to the feelings of others</b>					
<p style="text-align: center;"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Empathy</b></p> <ul style="list-style-type: none"> <li>• Demonstrates interest or concern when others are hurt or in distress (pats child on shoulder and asks, "Are you okay?" to child who just fell down)</li> <li>• May try to comfort or assist others. For example, will help a child pick up puzzle pieces she just dropped.</li> </ul>	1				
	2				
	3				
<p style="text-align: center;"><b>19-60 months Indicators:</b></p> <p><b>Strand: Emotion Understanding</b></p> <ul style="list-style-type: none"> <li>• Begins to recognize and label emotional reactions based on               <ul style="list-style-type: none"> <li>○ facial expressions (Says, "He looks sad")</li> <li>○ body language and tone (Tells the teacher, "She's mad because he took her book")</li> </ul> </li> <li>• Later in this age range this ability increases</li> </ul>	1				
	2				
	3				
<p style="text-align: center;"><b>37-60 months Indicators:</b></p> <p><b>Strand: Empathy</b></p> <ul style="list-style-type: none"> <li>• Responds sympathetically to others' distress and understands that each person has his/her own specific needs. For example, gets a peer's blanket from his cubby when child notices peer is sad.</li> </ul> <p><b>Strand: Emotion Understanding</b></p> <ul style="list-style-type: none"> <li>• Makes predictions about emotional reactions (Says, "I think the bears will feel scared when they find Goldilocks in their house")</li> <li>• Identifies causes and consequences of others' emotional reactions ("When I get home from school my little sister is so excited to see me she jumps up and down")</li> </ul>	1				
	2				
	3				

**SE3. Self-Awareness and Self-Concept**

**SE3.1 Shows awareness of self as unique individual**

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Characteristics of Self and Others</b></p> <ul style="list-style-type: none"> <li>Shows growing awareness of own physical characteristics (recognizes self in mirror and photos)</li> <li>Points to eyes, ears, or nose when asked</li> </ul> <p><b>Strand: Preferences</b></p> <ul style="list-style-type: none"> <li>Shows preferences for specific people, books, toys, food, and activities</li> <li>Indicates dislike or unwillingness by communicating “no” (verbally, signing, or shaking head)</li> </ul>	1				
	2				
	3				
<p><b>19-48 months Indicators:</b></p> <p><b>Strand: Sense of Identity</b></p> <ul style="list-style-type: none"> <li>Begins to use first person pronouns (me, I)</li> <li>Uses own name to refer to self</li> <li>Begins to understand <i>mine</i> and <i>not mine</i> (“That’s my picture and that’s Sarah’s”)</li> </ul> <p><b>Strand: Characteristics of Self and Others</b></p> <ul style="list-style-type: none"> <li>Recognizes similarities and differences in own and other’s personal characteristics                             <ul style="list-style-type: none"> <li>different hair color</li> <li>labels self as boy or girl</li> </ul> </li> </ul>	1				
	2				
	3				
<p><b>19-60 months Indicators:</b></p> <p><b>Strand: Preferences</b></p> <ul style="list-style-type: none"> <li>Communicates preferences and interests (“I don’t like bananas” )</li> <li>Later in this age shows increasing ability to explain their likes and dislikes (“I like carrots because they’re crunchy”)</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Characteristics of Self and Others</b></p> <ul style="list-style-type: none"> <li>Shows increased understanding that others can have different interests (“Joe likes to play with blocks and I like to play with trucks and cars”), thoughts, beliefs, ideas, feelings and abilities (“I’m a fast runner”)</li> </ul>	1				
	2				
	3				
<b>SE3.2 Demonstrates competence and confidence</b>					
<p align="center"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Sense of Autonomy</b></p> <ul style="list-style-type: none"> <li>Alternates between doing things independently and wanting help or comfort (wants to put his coat on by himself one day and asks for help the next day).</li> </ul>	1				
	2				
	3				
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Self-Confidence</b></p> <ul style="list-style-type: none"> <li>Shows increasing confidence and competence in growing abilities               <ul style="list-style-type: none"> <li>dresses self with assistance/supervision</li> <li>pours own juice</li> <li>assists with pick up of toys</li> </ul> </li> <li>Later in this age               <ul style="list-style-type: none"> <li>dresses self without adult assistance</li> <li>selects more challenging activities (choosing more difficult puzzles)</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Self-Confidence</b></p> <ul style="list-style-type: none"> <li>• Describes own physical characteristics positively (“I have blue eyes and brown hair”), behavior, abilities (“I can write my name”), gender (“I’m a boy”), and ethnic identity (“I look just like my daddy”)</li> </ul>	1				
	2				
	3				

## Arkansas CDELS Developmental Rating Scale: 19 through 60 Months

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

**Observation #1**

**Observation #2**

**Observation #3**

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

### Domain of Development & Learning — Cognitive Development

#### CD1. Approaches to Learning

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>CD1.1 Shows curiosity and a willingness to try new things</b>					
<b>19-36 months Indicators: (begins at 9 months)</b> <b>Strand: Exploration &amp; Investigation</b> <ul style="list-style-type: none"> <li>Explores different ways to use objects or materials</li> <li>Investigates ways to make something happen (repeatedly knocks down a stack of blocks)</li> <li>Experiments with different behaviors to see how others will react (turns faucets or switches on and off)</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Exploration &amp; Investigation</b></p> <ul style="list-style-type: none"> <li>• Experiments with objects and materials with increasing sophistication and with guidance and support from adults               <ul style="list-style-type: none"> <li>○ gathers multiple objects to find out which will sink or float</li> <li>○ uses magnets with various objects and materials</li> </ul> </li> </ul>	1				
	2				
	3				
<b>CD1.2 Shows persistence in approaching tasks</b>					
<p align="center"><b>19-36 months Indicators:</b> (begins at 9 months)</p> <p><b>Strand: Acceptance of Challenges</b></p> <ul style="list-style-type: none"> <li>• Shows increasing willingness to repeat attempts at communication if not understood</li> <li>• Repeats actions when encountering difficulties (repeatedly tries to force same shape into shape sorter)</li> <li>• Later in age range, tries a different shape after an unsuccessful attempt</li> </ul>	1				
	2				
	3				
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Determination</b></p> <ul style="list-style-type: none"> <li>• Practices an activity many times with increasing independence (chooses same puzzle every day until able to assemble each piece quickly and easily)</li> <li>• Later in this age range chooses with confidence new puzzles that are more difficult</li> </ul> <p><b>Strand: Task Completion</b></p> <ul style="list-style-type: none"> <li>• Persists in activities for longer periods of time (listening to a story)</li> <li>• Shows increasing tendency to engage in tasks from start to finish               <ul style="list-style-type: none"> <li>○ insists on finishing a drawing before going outside</li> <li>○ wants to continue building structure until all blocks are used</li> </ul> </li> <li>• Later in this age range seeks to return to an activity in order to complete a task after having been away from it</li> </ul>	1				
	2				
	3				



Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Acceptance of Challenges</b></p> <ul style="list-style-type: none"> <li>• Persists with adult encouragement and support even when presented with challenges               <ul style="list-style-type: none"> <li>○ continues trying to build tall block tower even when some pieces fall</li> <li>○ tries again to write name after running out of space on paper or recognizing a mistake</li> </ul> </li> </ul>	1				
	2				
	3				
<b>CD2. Executive Function</b>					
<b>CD2.1 Focuses and sustains attention</b>					
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Attention &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• Maintains focus and attention for longer periods of time</li> <li>• Increases independence and ability to ignore distractions and resume task after interruptions (Comes back after snack and asks to continue making an art sculpture)</li> </ul> <p><b>Strand: Selective Attention</b></p> <ul style="list-style-type: none"> <li>• Focuses on something specific while ignoring irrelevant information (selective attention)               <ul style="list-style-type: none"> <li>○ counts only yellow bears in a group that includes bears of other colors</li> <li>○ carries on a conversation despite loud background noise on the playground</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Selective Attention</b></p> <ul style="list-style-type: none"> <li>• Shifts focus among various aspects of an object, activity, or story               <ul style="list-style-type: none"> <li>○ recognizes two objects are alike because they are the same color</li> <li>○ then recognizes that one of them is like another object because it is the same shape</li> <li>○ talks about specific aspects of a story (Says, "The very hungry caterpillar ate through one apple, two pears and three plums.")</li> </ul> </li> <li>• Shows increasing ability to shift attention away from a desired object, activity, person, etc. with adult support and coaching               <ul style="list-style-type: none"> <li>○ engages in a different activity when preferred activity is unavailable</li> <li>○ with support focuses on a book after a difficult separation from caregiver</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts</b>					
<p><b>19-36 months Indicators:</b> (begins at Birth)</p> <p><b>Strand: Flexible Thinking</b></p> <ul style="list-style-type: none"> <li>• Uses familiar objects in new or unanticipated ways               <ul style="list-style-type: none"> <li>○ uses an overturned pail as a drum</li> <li>○ pretends a block is a phone</li> </ul> </li> </ul>	1				
	2				
	3				
<p><b>19-60 months Indicators:</b></p> <p><b>Strand: Adjusting Behavior to Match Context</b></p> <ul style="list-style-type: none"> <li>• With support and advance notice from adults shows increasing independence and ability to               <ul style="list-style-type: none"> <li>○ transition from one activity to the next (moving from center time to snack time)</li> <li>○ adjust to changes in routine when necessary (participates in music and movement activities when unable to go outside because it is raining)</li> </ul> </li> </ul>	1				
	2				
	3				
<p><b>37-60 months Indicators:</b></p> <p><b>Strand: Flexible Thinking</b></p> <ul style="list-style-type: none"> <li>• Shows increasing ability to flexibly shift between roles (pretends to be the dad and the pet dog, using different voices and actions for each character)</li> <li>• uses props in multiple ways (uses a paper plate as a steering wheel and then later as a bus driver's hat)</li> </ul> <p><b>Strand: Adjusting Behavior to Match Context</b></p> <ul style="list-style-type: none"> <li>• Applies different rules in different contexts with decreasing need for reminders               <ul style="list-style-type: none"> <li>○ takes shoes off at home, but not at school</li> <li>○ runs and uses <i>outside voice</i> when on playground, but uses <i>walking feet</i> and <i>inside voice</i> in classroom</li> </ul> </li> <li>• If a dual language learner, speaks in home language or English based on whom he or she is talking to</li> </ul>	1				
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	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p><b>49-60 months Indicators:</b>  <b>Strand: Adjusting Behavior to Match Context</b></p> <ul style="list-style-type: none"> <li>• Flexibly shifts between directions during an activity or game               <ul style="list-style-type: none"> <li>○ usually performs actions at appropriate times during <i>Simon Says</i></li> <li>○ sorts objects by color and then by shape when prompted</li> </ul> </li> </ul>	1				
	2				
	3				
<b>CD2.3 Regulates impulses and behaviors</b>					
<p><b>19-36 months Indicators: (begins at 9 months)</b>  <b>Strand: Impulse Control</b></p> <ul style="list-style-type: none"> <li>• Responds to redirection and limit-setting with increasing consistency (pauses when an adult says "stop" or asks them not to do something)</li> </ul>	1				
	2				
	3				
<p><b>19-60 months Indicators:</b>  <b>Strand: Impulse Control</b></p> <ul style="list-style-type: none"> <li>• Shows increasing control over impulsive actions, words, and behaviors with adult support (walks around instead of through a puddle when directed)</li> <li>• Later in this age range               <ul style="list-style-type: none"> <li>○ avoids imitating negative behavior of peer with adult support</li> <li>○ requests turn with a toy rather than grabbing it</li> </ul> </li> </ul>	1				
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	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Delay of Gratification</b></p> <ul style="list-style-type: none"> <li>• Shows increasing understanding of phrases like <i>later</i> and <i>after lunch</i></li> <li>• Later in this age range increases ability to comply with requests that involve waiting ("Eat your snack and then we'll play with cars")</li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Delay of Gratification</b></p> <ul style="list-style-type: none"> <li>• Shows increasing ability to delay gratification               <ul style="list-style-type: none"> <li>○ raises hand and waits to be called on during small group time</li> <li>○ waits until end of birthday song to eat special snack</li> <li>○ waits until there is space at a center to enter and select an activity</li> </ul> </li> </ul>	1				
	2				
	3				
<b>CD2.4 Holds and manipulates information in memory</b>					
<p align="center"><b>19-36 months Indicators:</b></p> <p><b>Strand: Short-Term &amp; Working Memory</b></p> <ul style="list-style-type: none"> <li>• Searches for hidden or missing objects (toy played with previous day)</li> <li>• Notices when people are missing from a familiar group (when a peer is absent)</li> </ul>	1				
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Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Short-Term &amp; Working Memory</b></p> <ul style="list-style-type: none"> <li>• Remembers and communicates about recent events               <ul style="list-style-type: none"> <li>○ what happened earlier in the day</li> <li>○ what has just happened in a story being read</li> </ul> </li> <li>• Remembers and follows two-step directions with decreasing need for adult support               <ul style="list-style-type: none"> <li>○ "Put all the crayons in the basket, then put the basket on the shelf"</li> <li>○ "Touch your nose, then touch your ear"</li> </ul> </li> </ul> <p><b>Strand: Long-Term Memory</b></p> <ul style="list-style-type: none"> <li>• Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (sings along with familiar song and performs accompanying actions)</li> <li>• Tells some details about stories or personal experiences with adult support and modeling (recalls and tells the sequence of events after hearing the story, <i>The Gingerbread Man</i>)</li> </ul>					
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Short-Term &amp; Working Memory</b></p> <ul style="list-style-type: none"> <li>• Shows increasing skill in memory games               <ul style="list-style-type: none"> <li>○ recalls an increasing number of items removed from view in games such as 'What's Missing'</li> <li>○ plays simple memory matching card games such as Concentration</li> </ul> </li> <li>• Remembers and follows multi-step directions with decreasing need for adult support               <ul style="list-style-type: none"> <li>○ "Push in your chair, throw away your trash, and then join us for circle time"</li> <li>○ follows a sequence of actions for a song such as jumping, then clapping, then turning around</li> </ul> </li> <li>• Remembers and processes multiple pieces of information before responding               <ul style="list-style-type: none"> <li>○ considers two or more options before making a choice (markers or crayons)</li> <li>○ remembers response to teacher's question long enough to respond after waiting for peers to share their comments (Waits his turn to tell about their visit to the pumpkin patch)</li> </ul> </li> </ul> <p align="right"><i>continued...</i></p>	1				
	2				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p><b>Strand: Long-Term Memory</b></p> <ul style="list-style-type: none"> <li>• Imitates actions or behaviors that were observed at an earlier time               <ul style="list-style-type: none"> <li>◦ uses traffic hand signals on trike track after seeing them demonstrated by a crossing guard</li> <li>◦ divides markers into <i>fair share</i> or equal groups after observing teacher do this the day before</li> </ul> </li> <li>• Recalls in detail past experiences or familiar stories and retells events in sequence               <ul style="list-style-type: none"> <li>◦ when talking about planting in April, says, "We went to the pumpkin patch one time everyone got a pumpkin to take home. Mine was the biggest (shows size with hands)."</li> </ul> </li> </ul>	3				
<b>CD3. Logic and Reasoning</b>					
<b>CD3.1 Uses reasoning and planning ahead to solve problems and reach goals</b>					
<p style="text-align: center;"><b>19-60 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of strategies to solve problems               <ul style="list-style-type: none"> <li>◦ trial-and-error</li> <li>◦ applies knowledge from previous experience (completes new puzzle using familiar strategy of turning pieces until they fit)</li> <li>◦ asks for help</li> </ul> </li> <li>• Later in this age range, uses objects as tools (uses an object to reach something under a shelf)</li> </ul>	1				
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Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Generates new approaches or changes plans if a better alternative is thought of or suggested                             <ul style="list-style-type: none"> <li>○ decides to build block structure on hard surface after it keeps falling down on the thick rug</li> <li>○ uses tape instead of glue to affix small leaves to a piece of paper</li> </ul> </li> </ul> <p><b>Strand: Planning</b></p> <ul style="list-style-type: none"> <li>• Talks out loud to self (self-talk) during play                             <ul style="list-style-type: none"> <li>○ Says "I need all the red pieces. Here's another one...doesn't fit...turn it this way" while putting together a puzzle</li> <li>○ Says "I'm the mommy, so I'm going to feed the baby then go to work" while playing alone in the dramatic play area</li> </ul> </li> <li>• Shows increasing ability to independently and collaboratively make choices, plan for play scenarios or activities, and anticipate problems                             <ul style="list-style-type: none"> <li>○ assigns roles in dramatic play</li> <li>○ gathers materials to complete an art project</li> <li>○ says "Tell me when you're finished at the computer so I can have a turn."</li> </ul> </li> </ul>	1				
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	3				
<b>CD3.2 Engages in symbolic and abstract thinking</b>					
<p align="center"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Symbolic Representation</b></p> <ul style="list-style-type: none"> <li>• Recognizes that illustrations and photographs are representations of real things                             <ul style="list-style-type: none"> <li>○ points to pictures in book rather than trying to grasp objects on page</li> <li>○ identifies people in photographs</li> <li>○ learns names of animals from book and extends knowledge to real animals they see</li> </ul> </li> </ul>	1				
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	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Pretend Play</b></p> <ul style="list-style-type: none"> <li>• Uses familiar objects to represent something else (object substitution) (uses a block as a pretend phone)</li> <li>• Acts out routines, stories, or social roles alone or with peers (chooses the rhyme, Jack Be Nimble, to say and act out during center time)</li> </ul> <p><b>Strand: Symbolic Representation</b></p> <ul style="list-style-type: none"> <li>• Shows awareness that symbols have meaning and understands that print carries a message (EXIT or traffic signs and picture and name on child's cubby)</li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Pretend Play</b></p> <ul style="list-style-type: none"> <li>• Uses language or imaginary props to stand in for objects               <ul style="list-style-type: none"> <li>○ mimes holding a phone</li> <li>○ says "Let's pretend I gave you a ticket for the bus"</li> </ul> </li> <li>• Engages in increasingly complex, longer play scenarios               <ul style="list-style-type: none"> <li>○ assigns or assumes roles (In dramatic play, says, "I'll be the cook and you be the server")</li> <li>○ discusses and plans actions (Outside, plans with peers setting up a car wash for tricycles)</li> </ul> </li> </ul> <p><b>Strand: Symbolic Representation</b></p> <ul style="list-style-type: none"> <li>• Represents ideas or feelings using               <ul style="list-style-type: none"> <li>○ drawings or paintings (Says, "That's me, happy".)</li> <li>○ emergent writing of numbers and letters</li> <li>○ movement (dances a happy dance to a lively tune)</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Abstract Thinking</b></p> <ul style="list-style-type: none"> <li>• With adult support and prompting, engages in thinking that goes beyond the here and now               <ul style="list-style-type: none"> <li>○ discusses details in a story that are not shown in an illustration (Looks for the bear in the book, <i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i> by Audrey Wood, Illustrated by Don Wood.)</li> <li>○ begins to understand explanations of events they have not directly experienced (The family in the story rode on a bus to go to the park)</li> </ul> </li> </ul>	1				
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## Arkansas CDELS Developmental Rating Scale: 19 through 60 Months

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

**Observation #1**

**Observation #2**

**Observation #3**

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

### Domain of Development & Learning — Physical Development and Health

#### PH1. Gross Motor

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>PH1.1 Demonstrates locomotor skills</b>					
<p style="text-align: center;"><b>19-36 months Indicators:</b></p> <p><b>Strand: Traveling</b></p> <ul style="list-style-type: none"> <li>• Changes speed or direction while moving (walking, running, using walker), though may have difficulty stopping with control</li> </ul> <p><b>Strand: Climbing</b></p> <ul style="list-style-type: none"> <li>• Walks up and down stairs or playground equipment by stepping with both feet on each step</li> <li>• Increases ability to move without support from adult or handrail</li> </ul> <p><b>Strand: Complex Movement</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving                             <ul style="list-style-type: none"> <li>○ walks on tiptoes</li> <li>○ walks backwards</li> <li>○ marches</li> <li>○ uses walker</li> <li>○ pedals riding toy with feet</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Traveling</b></p> <ul style="list-style-type: none"> <li>• Walks and runs with balance but may move unevenly (one arm may pump more)</li> <li>• Has relatively wide space between feet</li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Traveling</b></p> <ul style="list-style-type: none"> <li>• Moves with control, avoiding obstacles and people while moving               <ul style="list-style-type: none"> <li>○ moves through obstacle course</li> <li>○ steers wheelchair into small spaces</li> <li>○ stops at intended location when running</li> </ul> </li> <li>• Walks and runs smoothly with more consistent leg and arm opposition movements and narrower space between feet</li> </ul> <p><b>Strand: Climbing</b></p> <ul style="list-style-type: none"> <li>• Climbs up and down stairs or playground equipment using alternating feet and smooth, coordinated movements</li> </ul> <p><b>Strand: Complex Movement</b></p> <ul style="list-style-type: none"> <li>• Shows increasing ability to coordinate complex movements smoothly and with ease               <ul style="list-style-type: none"> <li>○ galloping</li> <li>○ sliding</li> <li>○ hopping</li> <li>○ later in this age range, skipping and leaping</li> </ul> </li> </ul>	1				
	2				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>PH1.2 Shows stability and balance</b>					
<p style="text-align: center;"><b>19-48 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Core Stability</b></p> <ul style="list-style-type: none"> <li>• Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly               <ul style="list-style-type: none"> <li>○ carries a toy while walking</li> <li>○ gets in and out of a chair</li> <li>○ squats to pick up toys</li> <li>○ freezes while running</li> </ul> </li> </ul>	1				
	2				
	3				
<p style="text-align: center;"><b>19-60 months Indicators:</b></p> <p><b>Strand: Core Stability</b></p> <ul style="list-style-type: none"> <li>• Coordinates increasingly complex movements while maintaining core stability               <ul style="list-style-type: none"> <li>○ holds body upright while moving wheelchair forward</li> <li>○ sits on and steers tricycle or other ride-on toy</li> </ul> </li> <li>• Balances for progressively longer periods of time with increasing stability and independence               <ul style="list-style-type: none"> <li>○ on beam</li> <li>○ on sandbox edge</li> <li>○ later in this age range, while standing on one leg</li> </ul> </li> </ul> <p><b>Strand: Jumping, Hopping &amp; Leaping</b></p> <ul style="list-style-type: none"> <li>• Shows increasing competence in jumping for height               <ul style="list-style-type: none"> <li>○ up and down</li> <li>○ jumping off low steps</li> <li>○ jumping over low objects</li> </ul> </li> <li>• Later in this age range, shows increasing competence in jumping for distance (jumps over objects and jumps forward) with increasing ability to use two-footed takeoff and landing with arm swing</li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Jumping, Hopping &amp; Leaping</b></p> <ul style="list-style-type: none"> <li>• Hops and leaps with increasing skill and control               <ul style="list-style-type: none"> <li>○ hops forward on one foot without losing balance</li> <li>○ leaps over a river made from two ropes taking off with one foot and landing on the other</li> </ul> </li> </ul>	1				
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<b>PH1.3 Demonstrates gross-motor manipulative skills</b>					
<p align="center"><b>19-36 months Indicators:</b></p> <p><b>Strand: Striking</b></p> <ul style="list-style-type: none"> <li>• Strikes a stationary ball or other object with hand or arm (strikes a ball off a table with hand)</li> </ul>	1				
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	3				
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Catching</b></p> <ul style="list-style-type: none"> <li>• Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms</li> <li>• Later in this age range, shows increased ability to visually track objects in space (watches the ball as it comes toward her so she can catch it)</li> </ul> <p><b>Strand: Throwing</b></p> <ul style="list-style-type: none"> <li>• Tosses or throws balls or other objects such as a beanbag with control of direction, aim, and speed</li> </ul> <p><b>Strand: Kicking</b></p> <ul style="list-style-type: none"> <li>• Kicks with increased control and range of movement</li> <li>• Progresses from kicking a stationary position to stepping up or running up to it</li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Striking</b></p> <ul style="list-style-type: none"> <li>• Strikes a stationary ball or other object with increasing follow through and accurate aim (hits beach ball with a short-handled paddle)</li> </ul>	1				
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	3				
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Catching</b></p> <ul style="list-style-type: none"> <li>• Catches balls or other objects of any size with both hands, with arms bent</li> </ul> <p><b>Strand: Throwing</b></p> <ul style="list-style-type: none"> <li>• Tosses or throws balls or other objects with increased accuracy and force</li> <li>• Steps forward with the leg opposite the throwing arm and follows through</li> </ul> <p><b>Strand: Kicking</b></p> <ul style="list-style-type: none"> <li>• Kicks moving ball while running</li> <li>• Tracks ball visually</li> <li>• Uses full leg swing with arms moving in opposition to the legs</li> </ul>	1				
	2				
	3				
<b>PH2. Fine Motor</b>					
<b>PH2.1 Demonstrates fine-motor strength, control, and coordination</b>					
<p align="center"><b>19-36 months Indicators:</b></p> <p><b>Strand: Hand-Eye Coordination</b></p> <ul style="list-style-type: none"> <li>• Uses hand-eye coordination to complete tasks               <ul style="list-style-type: none"> <li>◦ turning pages and pointing to pictures in books</li> <li>◦ turning knobs and unscrewing lids</li> </ul> </li> <li>• May lack precision in some actions (spills water when pouring)</li> </ul> <p><b>Strand: Grasp and Manipulation</b></p> <ul style="list-style-type: none"> <li>• Develops precision in hand-eye coordination               <ul style="list-style-type: none"> <li>◦ works on three-to-four piece puzzle pieces</li> <li>◦ puts together large connecting blocks or linking toys</li> <li>◦ strings large beads</li> </ul> </li> </ul>	1				
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	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Grasp and Manipulation</b></p> <ul style="list-style-type: none"> <li>• Manipulates a variety of fasteners with increasing skill               <ul style="list-style-type: none"> <li>○ fastens buttons and zippers</li> <li>○ later in this age range manipulates laces and buckles</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Hand-Eye Coordination</b></p> <ul style="list-style-type: none"> <li>• Shows increasing refinement in hand-eye coordination               <ul style="list-style-type: none"> <li>○ tracks words across page with finger with adult modeling and support</li> <li>○ pours without spilling</li> <li>○ pushes specific keys on keyboard</li> </ul> </li> </ul> <p><b>Strand: Grasp and Manipulation</b></p> <ul style="list-style-type: none"> <li>• Handles smaller blocks, puzzle pieces, and manipulatives               <ul style="list-style-type: none"> <li>○ works puzzles of up to 10 pieces (later in this age range, more than 10 pieces)</li> <li>○ builds structures using small Legos® or blocks</li> <li>○ arranges small pegs in pegboard</li> <li>○ strings small beads</li> </ul> </li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Grasp and Manipulation</b></p> <ul style="list-style-type: none"> <li>• Manipulates more complex fasteners               <ul style="list-style-type: none"> <li>○ threads belt through loops on pants</li> <li>○ attempts to tie shoes</li> </ul> </li> </ul>	1				
	2				
	3				
<b>PH2.2 Adjusts grasp and coordinates movements to use tools</b>					
<p align="center"><b>19-36 months Indicators:</b> (begins at 9 months)</p> <p><b>Strand: Utensils</b></p> <ul style="list-style-type: none"> <li>• Scoops food with spoon with increasing control.</li> </ul> <p><b>Strand: Writing &amp; Drawing Tools</b></p> <ul style="list-style-type: none"> <li>• Holds large writing and drawing tools to make spontaneous dots and scribbles (crayons, sidewalk chalk).</li> <li>• Progresses from whole hand grip to approximate thumb-and-finger grip.</li> </ul>	1				
	2				
	3				
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Scissors</b></p> <ul style="list-style-type: none"> <li>• Snips paper with child safety scissors.</li> <li>• Later in this age range increases ability to make changes in the direction of cutting.</li> <li>• Cuts out simple shapes like circles (though may not be perfectly round).</li> </ul>	1				
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	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Utensils</b></p> <ul style="list-style-type: none"> <li>• Uses eating utensils with increasing competence               <ul style="list-style-type: none"> <li>○ spears food with a fork</li> <li>○ cuts food with a butter knife</li> </ul> </li> </ul> <p><b>Strand: Variety of Tools</b></p> <ul style="list-style-type: none"> <li>• Adjusts grasp to use different tools for different purposes               <ul style="list-style-type: none"> <li>○ digs with shovel in sandbox</li> <li>○ uses turkey baster at water table</li> <li>○ scoops food during food experiences</li> </ul> </li> <li>• Later in this age range uses increasingly complex tools               <ul style="list-style-type: none"> <li>○ stapler</li> <li>○ hole punch</li> <li>○ tape dispenser</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Writing &amp; Drawing Tools</b></p> <ul style="list-style-type: none"> <li>• Holds drawing and writing tools using three-point finger grip, using the other hand to hold paper</li> <li>• Makes               <ul style="list-style-type: none"> <li>○ a variety of lines and shapes (circles, crosses, triangles)</li> <li>○ letter- and numeral-like forms</li> <li>○ some letters and numerals</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Scissors</b></p> <ul style="list-style-type: none"> <li>• Uses correct scissors grip and holds paper with one hand to               <ul style="list-style-type: none"> <li>○ cut along a straight line</li> <li>○ cut out simple shapes and pictures</li> </ul> </li> </ul>	1				
	2				
	3				



Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>PH3. Health and Well-Being</b>					
<b>PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices</b>					
<p style="text-align: center;"><b>19-36 months Indicators:</b> (begins at Birth)</p> <p><b>Strand: Communicating Needs</b></p> <ul style="list-style-type: none"> <li>• Communicates to adults with words or signs when hungry, thirsty or had enough to eat</li> </ul>	1				
	2				
	3				
<p style="text-align: center;"><b>19-48 months Indicators:</b> (begins at 9 months)</p> <p><b>Strand: Exploration of Food Experiences</b></p> <ul style="list-style-type: none"> <li>• Tastes new foods (will take at least one bite of a new food, though may need to be offered several times)</li> <li>• Expresses preferences about foods</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Exploration of Food Experiences</b></p> <ul style="list-style-type: none"> <li>• Engages in basic cooking tasks during food experiences or in dramatic play scenarios               <ul style="list-style-type: none"> <li>○ stirs ingredients in a bowl</li> <li>○ sets plates out for snack</li> <li>○ scoops, spreads, sprinkles or mashes</li> </ul> </li> <li>• Later in this age range measures ingredients</li> </ul> <p><b>Strand: Food Knowledge</b></p> <ul style="list-style-type: none"> <li>• Names an increasing variety of foods</li> <li>• Later in this age range               <ul style="list-style-type: none"> <li>○ begins to ask questions about where food comes from</li> <li>○ makes connections among food items                   <ul style="list-style-type: none"> <li>◆ calls an apple and a pear fruit</li> <li>◆ notices that carrots and potatoes both grow in the ground</li> </ul> </li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Food Knowledge</b></p> <ul style="list-style-type: none"> <li>• Shows increasing awareness of healthy and unhealthy foods (Says, "apples are good for you, candy is not".)</li> <li>• Understands that eating a variety of foods helps the body grow and be healthy (When asked "what does your body need to grow and be healthy?" says, "Lots of vegetables.")</li> <li>• Sometimes makes choices about food based on whether the food is nutritious (When given a choice of potato chips or carrot sticks, says, "I'm eating carrot sticks because they are good for me!")</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>PH3.2 Shows awareness of safe behavior</b>					
<p><b>19-36 months Indicators: (begins at 9 months)</b>  <b>Strand: Awareness of Safe Behavior and Signals of Danger</b></p> <ul style="list-style-type: none"> <li>• Stops unsafe behavior when prompted by an adult (when child begins to throw a toy)</li> </ul>	1				
	2				
	3				
<p><b>19-48 months Indicators:</b>  <b>Strand: Understanding of Safety Rules and Practices</b></p> <ul style="list-style-type: none"> <li>• Follows basic safety rules, practices, and routines with adult guidance and support               <ul style="list-style-type: none"> <li>○ holds on to rope with knots or loops when moving with a group from indoors to outdoors</li> <li>○ keeps a safe distance from swings when reminded</li> </ul> </li> </ul>	1				
	2				
	3				
<p><b>37-60 months Indicators:</b>  <b>Strand: Awareness of Safe Behavior and Signals of Danger</b></p> <ul style="list-style-type: none"> <li>• Identifies, avoids, and alerts others to danger               <ul style="list-style-type: none"> <li>○ alerts teacher to a broken fence part</li> <li>○ reminds another child to go down the slide feet first</li> </ul> </li> <li>• Seeks and accepts adults help in potentially unsafe situations               <ul style="list-style-type: none"> <li>○ calls for help from the top of the play structure when needs assistance getting down</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Understanding of Safety Rules and Practices</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of and ability to follow safety rules and routines with increased independence               <ul style="list-style-type: none"> <li>○ most of the time remembers to put on a helmet before riding a tricycle</li> <li>○ lines up when fire alarm goes off</li> <li>○ when class is outside says to a peer, "Now the teacher's going to call names to make sure we're all here"</li> </ul> </li> </ul>	1				
	2				
	3				
<b>PH3.3 Engages in a variety of developmentally appropriate physical activities</b>					
<p align="center"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Participation in Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Shows interest and enjoyment in physical activity, movement games, and dances               <ul style="list-style-type: none"> <li>○ moves a wheel toy forward with his or her feet</li> <li>○ plays ring-a-ring of roses</li> <li>○ dances to music</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Participation in Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Sustains physical activity for increasing periods of time without tiring               <ul style="list-style-type: none"> <li>○ games</li> <li>○ dances</li> <li>○ running</li> <li>○ other movement activities such as playing with balls</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Participation in Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Initiates or engages in a variety of increasingly complex physical activities               <ul style="list-style-type: none"> <li>○ pedals a tricycle</li> <li>○ jumps in and out of hula hoops</li> <li>○ completes an obstacle course that requires climbing, rolling, and crawling</li> </ul> </li> </ul> <p><b>Strand: Knowledge of Benefits of Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Shows increasing understanding of the physical benefits of exercise               <ul style="list-style-type: none"> <li>○ “running is good for my body”</li> <li>○ “Mom said helping her carry in groceries made my arm muscles stronger”</li> </ul> </li> </ul>	1				
	2				
	3				
<b>PH3.4 Takes appropriate actions to meet basic needs</b>					
<p align="center"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Personal Care Routines</b></p> <ul style="list-style-type: none"> <li>• Participates in personal hygiene and self-care routines with adult assistance               <ul style="list-style-type: none"> <li>○ holds hands under faucet and waits for adults to turn it on</li> <li>○ holds toothbrush with adult while brushing</li> <li>○ sits on toilet with help</li> <li>○ pulls off own socks</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Communicating Needs</b></p> <ul style="list-style-type: none"> <li>• Communicates to get needs met (says, "I need a drink")</li> <li>• May communicate later about specific health needs               <ul style="list-style-type: none"> <li>○ says, "My tummy hurts"</li> <li>○ says, "I can't have peanuts because they make me sick"</li> </ul> </li> </ul> <p><b>Strand: Personal Care Routines</b></p> <ul style="list-style-type: none"> <li>• Shows increasing responsibility for personal self-care routines with some support from adults               <ul style="list-style-type: none"> <li>○ handwashing</li> <li>○ toothbrushing</li> <li>○ toileting</li> <li>○ dressing and undressing</li> </ul> </li> </ul> <p><b>Strand: Health Habits</b></p> <ul style="list-style-type: none"> <li>• Engages in health habits with decreasing need for adult support, guidance, and modeling               <ul style="list-style-type: none"> <li>○ blows nose</li> <li>○ throws away tissue</li> <li>○ washes hands</li> </ul> </li> <li>• Later in this age range               <ul style="list-style-type: none"> <li>○ covers mouth with arm when coughing</li> <li>○ uses drinking fountain without touching spout with mouth</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Personal Care Routines</b></p> <ul style="list-style-type: none"> <li>• Demonstrates increasing understanding of how, when, and why personal care routines are completed               <ul style="list-style-type: none"> <li>○ washes hands after handling classroom pet when reminded by teacher</li> <li>○ says "I need my hat so I don't get sunburned"</li> </ul> </li> </ul>	1				
	2				
	3				

## Arkansas CDELS Developmental Rating Scale: 19 through 60 Months

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

**Observation #1**

**Observation #2**

**Observation #3**

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

### Domain of Domain of Development & Learning — Language Development

#### LD1. Receptive Language

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>LD1.1 Understands and responds to language (in child's home language)</b>					
<b>19-36 months Indicators: (begins at 9 months)</b> <b>Strand: Vocabulary &amp; Language Comprehension</b> <ul style="list-style-type: none"> <li>Attends to familiar objects or people that have been named</li> <li>Understands the meaning of an increasing number of simple words, especially objects encountered in everyday life (ball, cracker)</li> <li>Identifies people, animals, and objects when prompted (points to a cow in a book when adult asks "Where's the cow?")</li> </ul>	1				
	2				
	3				
<b>19-48 months Indicators:</b> <b>Strand: Follows Directions</b> <ul style="list-style-type: none"> <li>Follows one- or two- step directions that involve familiar experiences or objects                             <ul style="list-style-type: none"> <li>"Pick up the ball and roll it to me"</li> <li>"Dame la mano" ("Give me your hand" in Spanish for dual language learners)</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Vocabulary &amp; Language Comprehension</b></p> <ul style="list-style-type: none"> <li>• Understands an increasing number of words               <ul style="list-style-type: none"> <li>○ for objects (nouns) (trunk, limbs, roots)</li> <li>○ for actions (verbs) (skip, hop, slide)</li> <li>○ for characteristics (“This red apple really tastes good.”)</li> <li>○ in books and stories (says, “Porridge is like oatmeal”)</li> <li>○ in dramatic play (when playing doctor brings another child a stethoscope when he or she asks for it)</li> </ul> </li> <li>• Responds to <i>who</i>, <i>what</i>, <i>why</i>, and <i>where</i> questions               <ul style="list-style-type: none"> <li>○ “What do you think happens to a pinecone when it gets wet?”</li> <li>○ “Where do you think birds go when it rains?”</li> </ul> </li> </ul> <p><b>Strand: Follows Directions</b></p> <ul style="list-style-type: none"> <li>• Follows increasingly more detailed, multi-step directions (“Please put away your markers, put your picture in your cubby, and join us on the carpet”)</li> </ul>	1				
	2				
	3				
<b>LD2. Expressive Language</b>					
<b>LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child’s home language)</b>					
<p align="center"><b>19-36 months Indicators:</b></p> <p><b>Strand: Expressive Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Begins to use two- and three-syllable words</li> <li>• Names specific people, animals, and toys</li> </ul> <p><b>Strand: Grammar &amp; Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Begins to use correct grammar although sometimes incorrectly               <ul style="list-style-type: none"> <li>○ “Mommy goed work”</li> <li>○ “Her won’t give me that car”</li> </ul> </li> <li>• Increasingly combines simple words into sentence-like structures (“Me milk please”)</li> <li>• When older, says sentences               <ul style="list-style-type: none"> <li>○ “Let’s go to Grammy’s house!”</li> <li>○ “Léeme un cuento” (“Read me a story” in Spanish for dual language learners)</li> </ul> </li> </ul> <p><b>Strand: Clarity of Communication</b></p> <ul style="list-style-type: none"> <li>• Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand</li> <li>• Still mispronounces many words (says “buhsggetti” for spaghetti)</li> </ul>	1				
	2				
	3				



Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Expressive Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Uses increasingly complex and varied vocabulary words to               <ul style="list-style-type: none"> <li>☞ express needs (“I’m hungry and I’m ready for lunch.”)</li> <li>○ describe objects (“The book had a purple flower on it”)</li> <li>○ describe relationships between objects (“The red car is bigger than the blue car”)</li> <li>○ describe emotions, and actions (“He threw the ball to me”)</li> </ul> </li> </ul> <p><b>Strand: Grammar &amp; Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• Uses past and future tenses with increasing accuracy (“We went to my Grandma’s house for Christmas.”)</li> <li>• Uses increasingly longer sentences of at least four to six words</li> <li>• Combines two or three phrases in a sentence. (“That red car is going really fast.”)</li> </ul> <p><b>Strand: Clarity of Communication</b></p> <ul style="list-style-type: none"> <li>• Communicates clearly enough to be understood by most people</li> <li>• Will usually only mispronounce new and/or unusual words</li> </ul>	1				
	2				
	3				
<b>LD3. Communication Skills</b>					
<b>LD3.1 Communicates using social and conversational rules</b>					
<p align="center"><b>19-36 months Indicators:</b></p> <p><b>Strand: Conversations</b></p> <ul style="list-style-type: none"> <li>• Engages in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults</li> </ul> <p><b>Strand: Social Rules of Language</b></p> <ul style="list-style-type: none"> <li>• Begins to use polite forms of communication by saying “please,” “thank you,” and “excuse me” <b>with modeling*</b></li> </ul> <p><i>*When the language is consistently modeled the child will begin using and understanding it in context. With modeling, the child will begin to use it consistently later in age (approaching 60 months).</i></p>	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Conversations</b></p> <ul style="list-style-type: none"> <li>• Engages in longer back-and-forth conversations*</li> <li>• increases ability to extend conversations               <ul style="list-style-type: none"> <li>○ asks questions (“When will my plant have a flower?”)</li> <li>○ makes comments related to the topic (“I saw a farmer on a tractor one time, just like the one in the book.”)</li> <li>○ later in this age range, engages in a wider variety of conversational topics (Joins in discussion about family vacations by saying “My family is going camping and we will sleep in a tent.”)</li> </ul> </li> </ul> <p><b>Strand: Social Rules of Language</b></p> <ul style="list-style-type: none"> <li>• Uses social rules of language with adult support and reminders**               <ul style="list-style-type: none"> <li>○ makes eye contact when speaking</li> <li>○ takes turns in conversation</li> <li>○ keeps an appropriate distance from conversational partner</li> <li>○ speaks with appropriate voice volume</li> </ul> </li> <li>• Applies social rules of language in both familiar and unfamiliar settings (rules may be different at home than an unfamiliar setting such as a restaurant)</li> </ul> <p><i>*Conversational exchanges – Each exchange is a turn taken by someone participating in a conversation. Example of three conversational turns:</i></p> <ul style="list-style-type: none"> <li>▶ <i>Child: “My brother hit two home runs last night.”</i></li> <li>▶ <i>Teacher: “Who did you go to the ball game with?”</i></li> <li>▶ <i>Child: “I went with my brother and dad.”</i></li> </ul> <p><i>**Conversational rules can vary by culture. In some cultures:</i></p> <ul style="list-style-type: none"> <li>▶ <i>It is not appropriate to make eye contact during conversation</i></li> <li>▶ <i>Volume of speech can vary</i></li> <li>▶ <i>Physical proximity and contact can also vary</i></li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>LD4 English Language Development of Dual Language Learners</b>					
<b>LD4.1 Demonstrates progress in attending to, understanding, and responding to English</b>					
<i>Unlike other developmental progressions for other learning goals, English Language Development is not dependent on a child's age, but on a child's exposure to English. For example, a four-year-old who has recently immigrated to the United States is likely to have less command of the English language than a three-year-old who immigrated when he or she was one. As such, the progression of English Language Development is defined by stage of development rather than by what should occur within a certain age range.</i>					
<b>Early-Mid Stage English Language Development Indicators:</b>  <b>Strand: English Language Development</b> <ul style="list-style-type: none"> <li>• Responds to simple, commonly used words and phrases when accompanied by gestures and other supports</li> </ul>	1				
	2				
	3				
<b>Early-Stage English Language Development:</b>  <b>Strand: English Language Development</b> <ul style="list-style-type: none"> <li>• Pays attention to and observes other children and adults as English is spoken</li> <li>• Attends to English in small- and large-group activities, such as circle time, storybook reading, etc.</li> <li>• Imitates behaviors of other children to get the same result (sees child make the sign for "me too" in sign language and makes the same sign)</li> </ul>	1				
	2				
	3				
<b>Mid-Late Stage English Language Development Indicators:</b>  <b>Strand: English Language Development</b> <ul style="list-style-type: none"> <li>• Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p><b>Mid-Stage English Language Development Indicators:</b></p> <p><b>Strand: English Language Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of English words related to basic concepts               <ul style="list-style-type: none"> <li>○ colors</li> <li>○ some animal classifications</li> <li>○ foods</li> </ul> </li> <li>• Responds appropriately to requests in English that involve one-step directions when personally directed by others such as, “clean up” (these requests may occur with or without contextual cues)</li> </ul>	1				
	2				
	3				
<p><b>Late-Stage English Language Development Indicators:</b></p> <p><b>Strand: English Language Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities</li> <li>• Demonstrates an understanding of words in English related to more advanced concepts (abstract emotions and ideas)</li> <li>• Follows directions that involve a one- or two-step sequence, relying less on contextual cues</li> </ul>	1				
	2				
	3				
<p><b>Early-Late Stage English Language Development Indicators:</b></p> <p><b>Strand: Home Language Development</b></p> <ul style="list-style-type: none"> <li>• Continues to make developmentally appropriate progress in receptive language skills in home language, including increasing ability to comprehend and respond to directions in home language</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>LD4.2 Demonstrates progress in speaking and expressing self in English</b>					
<p><b>Early-Stage English Language Development Indicators:</b></p> <p><b>Strand: English Language Development</b></p> <ul style="list-style-type: none"> <li>• Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others</li> <li>• Repeats sounds and words in English</li> </ul>	1				
	2				
	3				
<p><b>Mid-Stage English Language Development Indicators:</b></p> <p><b>Strand: English Language Development</b></p> <ul style="list-style-type: none"> <li>• Combines nonverbal with some verbal communication to be understood by others</li> <li>• Switches back and forth between English and the child's home language) (codeswitching)</li> <li>• Uses two word phrases such as "want food" rather than full sentence (telegraphic speech)</li> <li>• Uses expressions that are learned whole, such as "I don't know" (formulaic speech)</li> <li>• Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns (milk, apple, cookie, bite, play, walk, he, she, I or you)</li> <li>• Converses with others in English using two or three words at a time but switches back and forth between English and their home language</li> <li>• Applies at times the rules of grammar of the home language to English (-ing or the plural forming -s)</li> <li>• Uses <i>what</i> and <i>why</i> questions in English, sometimes with errors</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p><b>Late-Stage English Language Development Indicators:</b></p> <p><b>Strand: English Language Development</b></p> <ul style="list-style-type: none"> <li>• Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes</li> <li>• Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary</li> <li>• Begins to use more advanced elements of English sentence construction               <ul style="list-style-type: none"> <li>○ conjunctions</li> <li>○ adjectives</li> <li>○ adverbs</li> <li>○ other more advanced elements</li> </ul> </li> <li>• Expands use of different forms of grammar in English, sometimes with errors               <ul style="list-style-type: none"> <li>○ plurals</li> <li>○ possessive pronouns</li> <li>○ simple past-tense verbs</li> </ul> </li> <li>• Uses <i>what, why, how, when, and where</i> questions in more complete forms in English, sometimes with mistakes</li> </ul>					
<p><b>Early-Late Stage English Language Development Indicators:</b></p> <p><b>Stand: Home Language Development</b></p> <ul style="list-style-type: none"> <li>• Uses age-appropriate vocabulary and grammar in the home language</li> <li>• Listens to and converses in age appropriate way in home language</li> <li>• Asks a variety of age-appropriate questions in home language (<i>what, why, how, when, and where</i>)</li> </ul>					

## Arkansas CDELS Developmental Rating Scale: 19 through 60 Months

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

**Observation #1**

**Observation #2**

**Observation #3**

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

### Domain of Development & Learning — Emergent Literacy

#### EL1. Engagement in literacy experiences and understanding of stories and books

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>EL1.1 Shows interest in literacy experiences</b>					
<p style="text-align: center;"><b>19-60 months Indicators:</b></p> <p><b>Strand: Engagement in Literacy Experiences</b></p> <ul style="list-style-type: none"> <li>• Participates in and actively seeks out a variety of literacy experiences               <ul style="list-style-type: none"> <li>○ tells and listens to stories</li> <li>○ sings and says rhymes</li> <li>○ engages with writing materials such as crayons or markers on paper</li> <li>○ incorporates books into play such as reading a book to a doll or stuffed animal</li> </ul> </li> </ul>	1				
	2				
	3				
<p style="text-align: center;"><b>37-60 months Indicators:</b></p> <p><b>Strand: Variety of Interests</b></p> <ul style="list-style-type: none"> <li>• Shows interest in an increasing variety of types of stories and texts               <ul style="list-style-type: none"> <li>○ picture books</li> <li>○ informational texts</li> <li>○ rhymes and poetry</li> <li>○ illustrated biographies</li> <li>○ folk and fairy tales</li> </ul> </li> </ul>	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>EL1.2 Engages in read-alouds and conversations about books and stories</b>					
<p><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Engagement with Books and Stories</b></p> <ul style="list-style-type: none"> <li>• Actively participates in book reading experiences                             <ul style="list-style-type: none"> <li>○ points to pictures</li> <li>○ turns pages</li> <li>○ makes simple comments (Says, "There's the mouse," pointing to picture in <i>Goodnight Moon</i>)</li> </ul> </li> </ul>	1				
	2				
	3				
<p><b>19-48 months Indicators:</b></p> <p><b>Strand: Story Comprehension</b></p> <ul style="list-style-type: none"> <li>• Shows comprehension by making comments ("Spiders build a web to catch flies")</li> <li>• Asks and answers questions (Asks, "What do cows eat?")</li> <li>• Responds to prompts during book reading experiences (for example, when asked, points to object or character on page)</li> </ul>	1				
	2				
	3				
<p><b>19-60 months Indicators:</b></p> <p><b>Strand: Story Structure</b></p> <ul style="list-style-type: none"> <li>• Pretends to read by looking at the pictures                             <ul style="list-style-type: none"> <li>○ describes what is happening ("One pig built his house out of sticks")</li> <li>○ uses some language from the book ("He huffed and he puffed")</li> </ul> </li> <li>• Retells stories                             <ul style="list-style-type: none"> <li>○ recalls when prompted the main characters in the story (Papa Bear, Mama Bear, Baby Bear and Goldilocks) and setting (Goldilocks was in the bear's house)</li> <li>○ later in this age range, recalls                                     <ul style="list-style-type: none"> <li>◆ Problems in the story (the dog was lost)</li> <li>◆ Cause-effect relationships (Goldilocks sat in Baby Bear's chair and it broke.)</li> </ul> </li> </ul> </li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge from informational texts (when teacher reads the story <i>Owl Moon</i>, child says, "We learned in that other book that owls stay awake at night and sleep during the day.")</li> <li>• Makes connections to other books or personal experiences (Says, "In <i>Owl Babies</i>, the name of one of the owls is Bill, just like my dad.")</li> </ul>	1				
	2				
	3				
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Story Comprehension</b></p> <ul style="list-style-type: none"> <li>• With modeling and support, discusses               <ul style="list-style-type: none"> <li>○ Predictions (Says, "I think someone stole the peddler's caps when he was asleep.")</li> <li>○ Cause and effect ("The monkeys took the peddler's caps and he was mad.")</li> <li>○ Story-related problems and resolutions ("The monkeys wouldn't give the peddler his caps. He threw his cap on the ground and then the monkeys threw all the caps on the ground.")</li> <li>○ Connections to other books and own experiences ("My grandpa wears a cap like the peddler.")</li> </ul> </li> </ul>	1				
	2				
	3				
<b>EL2. Phonological Awareness</b>					
<b>EL2.1 Notices and manipulates the sounds of language</b>					
<p align="center"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Rhyme</b></p> <ul style="list-style-type: none"> <li>• Joins in and repeats songs, fingerplays, and poems with rhyming phrases               <ul style="list-style-type: none"> <li>○ Humpty Dumpty – Mother Goose Rhyme</li> <li>○ Eensy, Weensy Spider - Song</li> </ul> </li> <li>• Joins in and repeats songs, fingerplays and poems with alliterative phrases (words with same initial sound)               <ul style="list-style-type: none"> <li>○ Jack and Jill – Mother Goose Rhyme</li> </ul> </li> </ul>	1				
	2				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Rhyme</b></p> <ul style="list-style-type: none"> <li>• Fills in the missing rhyming word of a song, fingerplay, or story (Twinkle, twinkle little ___(star)___.)</li> <li>• Can generate rhyming words when asked               <ul style="list-style-type: none"> <li>○ real words (cat and hat)</li> <li>○ nonsense words (beep and seeple)</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Alliteration</b></p> <ul style="list-style-type: none"> <li>• Shows awareness that some words begin with the same sound ("Sam and Selena start the same!")</li> </ul> <p><b>Strand: Manipulating Units of Language</b></p> <ul style="list-style-type: none"> <li>• Shows awareness of separate words in sentences               <ul style="list-style-type: none"> <li>○ jumps upon hearing a specified word in a story or song</li> <li>○ joins in clapping words while chanting "I love to eat ice cream."</li> </ul> </li> </ul> <p><b>Note:</b> <i>This will work better with single syllable words to prevent confusion about clapping words versus clapping syllables</i></p>	1				
	2				
	3				
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Rhyme</b></p> <ul style="list-style-type: none"> <li>• Decides whether two words rhyme. Says when asked,               <ul style="list-style-type: none"> <li>○ "bee and me rhyme"</li> <li>○ "door and window don't rhyme"</li> </ul> </li> <li>• Matches rhyming picture cards</li> <li>• Selects two items that rhyme from an array of items (soap/rope, bat/hat, chair/bear)</li> </ul> <p><b>Strand: Manipulating Units of Language</b></p> <ul style="list-style-type: none"> <li>• Shows awareness of separate syllables in words               <ul style="list-style-type: none"> <li>○ claps each syllable of child's name (Chris-to-pher and Rob-in)</li> <li>○ claps syllables in familiar words such as pen-cil, foot-ball and ba-nan-a</li> </ul> </li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>EL3. Knowledge and Use of Books, Print, and Letters</b>					
<b>EL3.1 Responds to features of books and print</b>					
<p style="text-align: center;"><b>19-36 months Indicators:</b></p> <p><b>Strand: Book Knowledge</b></p> <ul style="list-style-type: none"> <li>• Shows beginning book handling skills with adult support               <ul style="list-style-type: none"> <li>○ holds books right-side-up</li> <li>○ turns pages one at a time from front-to-back</li> </ul> </li> </ul>	1				
	2				
	3				
<p style="text-align: center;"><b>37-60 months Indicators:</b></p> <p><b>Strand: Book Knowledge</b></p> <ul style="list-style-type: none"> <li>• Imitates the act of reading (pretends to read to stuffed animals or peers)</li> <li>• Shows increasing independence in book handling skills</li> <li>• Knows some features of a book               <ul style="list-style-type: none"> <li>○ title</li> <li>○ author</li> <li>○ illustrator</li> </ul> </li> </ul> <p><b>Strand: Print Knowledge</b></p> <ul style="list-style-type: none"> <li>• Shows understanding that print carries a message and can represent spoken language (<i>Asks teacher to write "I love you" on a card he is making for his mother for Mother's Day</i>)</li> <li>• Shows increasing awareness of print concepts               <ul style="list-style-type: none"> <li>○ words are made up of letters (<i>d-o-g is dog</i>)</li> <li>○ print is read left-to-right and top-to-bottom (<i>reads a mother goose rhyme, Jack and Jill, by pointing to the words</i>)</li> </ul> </li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>EL3.2 Shows knowledge of the shapes, names, and sounds of letters</b>					
<p style="text-align: center;"><b>19-48 months Indicators:</b></p> <p><b>Strand: Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>• Shows interest in letters               <ul style="list-style-type: none"> <li>○ sings the alphabet song</li> <li>○ plays with alphabet blocks</li> <li>○ looks at alphabet books</li> </ul> </li> <li>• Attends to and recognizes simple environmental print               <ul style="list-style-type: none"> <li>○ stop sign</li> <li>○ Walmart®</li> <li>○ Lego®</li> </ul> </li> </ul>	1				
	2				
	3				
<p style="text-align: center;"><b>37-60 months Indicators:</b></p> <p><b>Strand: Alphabet Knowledge</b></p> <ul style="list-style-type: none"> <li>• Recognizes and names an increasing number of letters correctly, especially those in own name</li> </ul> <p><b>Strand: Letter-Sound Connections</b></p> <ul style="list-style-type: none"> <li>• Produces the correct sounds for an increasing number of letters</li> </ul>	1				
	2				
	3				
<p style="text-align: center;"><b>49-60 months Indicators:</b></p> <p><b>Strand: Letter-Sound Connections</b></p> <ul style="list-style-type: none"> <li>• Shows understanding that a string of letters represents a sequence of spoken sounds (when writing asks “How do you spell fish?”)</li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>EL3.3 Demonstrates emergent writing skills</b>					
<p><b>19-36 months Indicators:</b> (begins at 9 months)</p> <p><b>Strand: Pre-Writing Exploration</b></p> <ul style="list-style-type: none"> <li>• Explores writing tools               <ul style="list-style-type: none"> <li>○ washable crayons</li> <li>○ washable markers</li> <li>○ pencils</li> <li>○ chalk</li> </ul> </li> <li>• Makes scribble marks with increasing control</li> </ul>	1				
	2				
	3				
<p><b>19-60 months Indicators:</b></p> <p><b>Strand: Letter and Print Writing Concepts</b></p> <ul style="list-style-type: none"> <li>• Shows increasing understanding that writing carries a message               <ul style="list-style-type: none"> <li>○ says, "Hayden" when points to letter H, and says "Mama" when points to letter M</li> </ul> </li> <li>• Uses scribbles in imitation of writing by others</li> <li>• Later in this age range represents words or ideas with               <ul style="list-style-type: none"> <li>○ scribbles</li> <li>○ letter-like shapes</li> <li>○ letters</li> </ul> </li> </ul>	1				
	2				
	3				
<p><b>37-60 months Indicators:</b></p> <p><b>Strand: Letter and Print Writing Concepts</b></p> <ul style="list-style-type: none"> <li>• Produces strings of letters and/or letter-like forms (may be in unconventional order, such as CBPGEZY xfyPK)</li> <li>• Begins to separate groups of letters with spaces</li> <li>• Writes an increasing number of letters correctly, especially those in own name</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p style="text-align: center;"><b>49-60 months Indicators:</b></p> <p><b>Strand: Early Word Writing</b></p> <ul style="list-style-type: none"> <li>• Writes first name with or without mistakes</li> <li>• Uses early invented spelling (writes initial and/or final sounds to represent whole word such as writes MK for milk)</li> </ul>	1				
	2				
	3				

## Arkansas CDELS Developmental Rating Scale: 19 through 60 Months

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

**Observation #1**

**Observation #2**

**Observation #3**

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

### Domain of Development & Learning — Mathematical Thinking

#### MT1. Number Concepts and Operations

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>MT1.1 Demonstrates number sense and an understanding of quantity</b>					
<b>19-36 months Indicators: (begins at 9 months)</b> <b>Strand: Number Names &amp; Count Sequence</b> <ul style="list-style-type: none"> <li>• Knows some number names                             <ul style="list-style-type: none"> <li>○ joins in counting songs</li> <li>○ says or gestures <i>two</i> when asked age</li> <li>○ later in this age range says or signs more number words in sequence with occasional errors (says "one, two, three, five")</li> </ul> </li> </ul> <b>Strand: Comparison of Quantity</b> <ul style="list-style-type: none"> <li>• Visually determines without counting which group of objects has more or less for groups of five or fewer objects (indicates which group of crackers has more when prompted)</li> </ul> <b>Strand: Connection of Number, Numeral, &amp; Quantity</b> <ul style="list-style-type: none"> <li>• Recognizes without counting (subitizes) the number of objects in sets of one to three objects</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Connection of Number, Numeral, &amp; Quantity</b></p> <ul style="list-style-type: none"> <li>• Begins to count objects using one number for each object up to five (one-to-one correspondence)</li> <li>• Later in this age range uses the last number counted (cardinality) to represent how many objects are in a group (Says, "One, two, three, four, five, six...there are six markers on the table")</li> </ul>	1				
	2				
	3				
<p align="center"><b>37-48 months Indicators:</b></p> <p><b>Strand: Comparison of Quantity</b></p> <ul style="list-style-type: none"> <li>• Uses terms like first, second, last, etc. (ordinality)               <ul style="list-style-type: none"> <li>○ says, "I got my drink first."</li> <li>○ "My daddy was the last one to get home."</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Number Names &amp; Count Sequence</b></p> <ul style="list-style-type: none"> <li>• Says or signs number words in order accurately               <ul style="list-style-type: none"> <li>○ counts to 5 (one, two, three, four, five)</li> <li>○ then counts up to 10</li> <li>○ by the end of this age range counts to 20 and beyond</li> </ul> </li> </ul> <p><b>Strand: Comparison of Quantity</b></p> <ul style="list-style-type: none"> <li>• Counts to determine if the number of objects in two groups of five to ten to objects have               <ul style="list-style-type: none"> <li>○ more than</li> <li>○ less than</li> <li>○ the same ("I have 3 sticks and you have 3 sticks so we have the same.")</li> </ul> </li> </ul> <p align="right"><i>continued...</i></p>	1				



Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p><b>Strand: Connection of Number, Numeral, &amp; Quantity</b></p> <ul style="list-style-type: none"> <li>• Recognizes without counting (subitizes) objects in sets of one to four               <ul style="list-style-type: none"> <li>◦ plays game where teacher changes the number of blocks under a sheet and then uncovers them, child correctly identifies number of blocks without counting ("There are three blocks")</li> </ul> </li> <li>• Begins to use numerals to represent and communicate quantity               <ul style="list-style-type: none"> <li>◦ puts three counting bears on a card with the numeral 3</li> </ul> </li> <li>• Shows increasing understanding of the concept of zero               <ul style="list-style-type: none"> <li>◦ holds up closed fist to show "no more monkeys jumping on the bed" during the last verse of the song</li> <li>◦ when teacher takes all of the counting bears during a game and asks, "Now how many do you have?" child responds "None!"</li> </ul> </li> <li>• Produces a set of a certain number when prompted               <ul style="list-style-type: none"> <li>◦ puts five napkins on the table when asked</li> </ul> </li> </ul>	2				
	3				
<p style="text-align: center;"><b>49-60 months Indicators:</b></p> <p><b>Strand: Number Names &amp; Count Sequence</b></p> <ul style="list-style-type: none"> <li>• Names what number comes after another number without needing to count up from one               <ul style="list-style-type: none"> <li>◦ when asked "What comes after four?" immediately says "Five" instead of "One, two, three, four, five...five!"</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>MT1.2 Explores combining and separating groups (numerical operations)</b>					
<p><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Changes in Quantity</b></p> <ul style="list-style-type: none"> <li>Shows increasing understanding of changes in quantity by using and responding to phrases like               <ul style="list-style-type: none"> <li>“more”</li> <li>“all gone”</li> </ul> </li> <li>Later in this age range shows understanding of <i>one fewer</i> and <i>one more</i> (when prompted, child hands peer one more block)</li> </ul> <p><b>Strand: Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>With increasing independence creates larger and smaller groups of objects               <ul style="list-style-type: none"> <li>places and removes rings on a vertical peg</li> <li>adds and removes toy train cars on the train track</li> </ul> </li> <li>Later in this age range adds and subtracts with sets of objects smaller than three with adult support (<i>subtracts</i> from a group of three crayons by offering one to an adult, then pointing to the remaining crayons and communicating <i>two</i>)</li> </ul>	1				
	2				
	3				
<p><b>37-60 months Indicators:</b></p> <p><b>Strand: Changes in Quantity</b></p> <ul style="list-style-type: none"> <li>Shows understanding that adding objects to a group will increase the number of objects in the set               <ul style="list-style-type: none"> <li>communicates, “I wanted more green blocks so my friend gave me three of his”</li> </ul> </li> <li>Shows understanding that taking away objects from a group will decrease the number of objects in the set               <ul style="list-style-type: none"> <li>“I gave my friend two of my cars and now I have four”</li> </ul> </li> <li>Can describe parts of a group               <ul style="list-style-type: none"> <li>says, “I have four cubes. Two are red, and two are blue”</li> </ul> </li> </ul> <p><b>Strand: Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Is able to solve simple addition problems by joining objects together for totals up to 10, using fingers or manipulatives as tools               <ul style="list-style-type: none"> <li>when adding a group of 3 and a group of 2, counts “one, two, three...” and then counts on “four, five!” keeping track with fingers</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued...</i></p>	1				
	2				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<ul style="list-style-type: none"> <li>Is able to solve simple subtraction problems by separating up to 10 objects, using fingers or manipulatives as tools               <ul style="list-style-type: none"> <li>when asked how many counting bears will be left from a group of six if a friend takes two, child moves two bears to the side then counts remaining bears, "one, two, three, four...four bears!"</li> </ul> </li> </ul> <p><b>Strand: Early Division and Fractions</b></p> <ul style="list-style-type: none"> <li>Explores early division concepts by dividing objects into <i>fair-share</i> or equal groups               <ul style="list-style-type: none"> <li>has six pieces of play fruit and gives three peers two pieces each</li> </ul> </li> <li>Using real objects to identify the concepts of whole and half (fractions) (identifies two equal parts of an apple or graham cracker as a half)</li> </ul>	3				
<b>MT2. Algebraic Thinking</b>					
<b>MT2.1 Uses classification and patterning skills</b>					
<b>19-36 months Indicators: (begins at 9 months)</b>					
<p><b>Strand: Classification</b></p> <ul style="list-style-type: none"> <li>Forms groups of like objects based on broad categories (puts toy cars in one pile and toy animals in another)</li> <li>Later in this age range, can name the attribute such as size used in sorting</li> </ul>	1				
<p><b>Strand: Patterning</b></p> <ul style="list-style-type: none"> <li>Repeats certain action sequences intuitively (fills up and dumps out container repeatedly)</li> <li>Joins in or copies simple patterns (does stomp-clap-stomp-clap movements during a song with modeling and support)</li> <li>Later in this age range, shows recognition of simple ABAB patterns (points to stripes on a shirt and says, "Black, white, black, white.")</li> </ul>	2				
	3				
<b>19-48 months Indicators:</b>					
<p><b>Strand: Classification</b></p> <ul style="list-style-type: none"> <li>Sorts objects based on a single, simple characteristic               <ul style="list-style-type: none"> <li>color</li> <li>shape</li> <li>size</li> </ul> </li> <li>Later in this age range sorts into more than two categories (makes three color groups instead of two color groups)</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Patterning</b></p> <ul style="list-style-type: none"> <li>• Recognizes, extends, and replicates simple repeating patterns:               <ul style="list-style-type: none"> <li>○ triangle, square, triangle, square</li> <li>○ repeats music verses (If You're Happy and You Know It)</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Classification</b></p> <ul style="list-style-type: none"> <li>• Sorts objects by more than one attribute               <ul style="list-style-type: none"> <li>○ color and shape</li> </ul> </li> <li>• Later in this age range recognizes and sorts by more complex attributes               <ul style="list-style-type: none"> <li>○ weight (heavy, light)</li> <li>○ texture (smooth, bumpy, rough)</li> </ul> </li> <li>• Later in this age range sorts and then resorts based on a different characteristic (sorts by size then by color)</li> </ul> <p><b>Strand: Patterning</b></p> <ul style="list-style-type: none"> <li>• Creates own patterns in different forms               <ul style="list-style-type: none"> <li>○ objects (Lines up vinyl animals: cow, horse, pig, cow, horse, pig)</li> <li>○ sounds (stomp, clap, stomp, clap)</li> <li>○ movements (step, step, freeze, step, step, freeze)</li> </ul> </li> <li>• Fills in missing elements of a simple pattern established by the teacher               <ul style="list-style-type: none"> <li>○ selects a green counting bear and completes the following pattern: yellow, green, green, yellow, green, green, yellow, ____, green)</li> </ul> </li> </ul>	1				
	2				
	3				



Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>MT3. Measurement and Comparison</b>					
<b>MT3.1 Participates in exploratory measurement activities and compares objects</b>					
<p style="text-align: center;"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Measurement</b></p> <ul style="list-style-type: none"> <li>• Investigates properties of objects and materials through exploration and play               <ul style="list-style-type: none"> <li>○ tries to squeeze large object into smaller container</li> <li>○ pours liquid from one container to another.</li> </ul> </li> <li>• Later in this age range labels some attributes of objects               <ul style="list-style-type: none"> <li>○ volume ("It's full")</li> <li>○ relative size ("Daddy is bigger than me")</li> <li>○ recognizes length by communicating "I'm big"</li> </ul> </li> </ul> <p><b>Strand: Comparison</b></p> <ul style="list-style-type: none"> <li>• Uses descriptive words or signs of increasing complexity               <ul style="list-style-type: none"> <li>○ <i>big</i></li> <li>○ <i>little</i></li> <li>○ <i>hot</i></li> <li>○ <i>cold</i></li> </ul> </li> <li>• Makes simple comparisons               <ul style="list-style-type: none"> <li>○ indicates which ball is bigger</li> <li>○ correctly compares groups of objects that are quite different in size</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Measurement</b></p> <ul style="list-style-type: none"> <li>• Measures objects using non-standard units               <ul style="list-style-type: none"> <li>○ length (lines up a variety of objects, such as blocks and cars, end-to-end without gaps, to measure rug)</li> <li>○ height (stacks cardboard blocks to measure height of table)</li> </ul> </li> <li>• Explores formal measuring tools with increasing independence and self-direction               <ul style="list-style-type: none"> <li>○ measuring cups</li> <li>○ scale</li> <li>○ ruler</li> </ul> </li> <li>• Compares two objects to see which is longer (a book or a block)</li> <li>• Later in this age range uses a third object to compare the length of two objects (uses yarn to measure two different objects)</li> </ul>	1				
<p><b>Strand: Comparison</b></p> <ul style="list-style-type: none"> <li>• Uses comparative language to directly compare two or more objects               <ul style="list-style-type: none"> <li>○ <i>shorter</i> (Says, "The mouse is shorter than the bear", when comparing stuffed animals)</li> <li>○ <i>heaviest</i> (Says, "This rock is the heaviest one")</li> </ul> </li> <li>• identifies               <ul style="list-style-type: none"> <li>○ <i>small</i></li> <li>○ <i>smaller</i></li> <li>○ <i>smallest</i></li> </ul> </li> </ul>	2				
<ul style="list-style-type: none"> <li>• Shows increasing ability to identify that different arrangements of the same number of objects are equal               <ul style="list-style-type: none"> <li>○ says that five pennies spread out are the same as five pennies grouped close together</li> </ul> </li> <li>• Begins to count to compare (Says, "I have one, two, three, four, five crayons and you have one, two, three, four pencils")</li> </ul> <p><b>Strand: Seriation</b></p> <ul style="list-style-type: none"> <li>• Organizes a small set of objects (three to five) in an increasing or decreasing order               <ul style="list-style-type: none"> <li>○ arranges a set of twigs from shortest to longest</li> <li>○ arranges a set of balls from largest to smallest</li> </ul> </li> </ul>	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>MT4. Geometry and Spatial Sense</b>					
<b>MT4.1 Explores and describes shapes and spatial relationships</b>					
<p style="text-align: center;"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Shape Knowledge</b></p> <ul style="list-style-type: none"> <li>• Matches and sorts familiar shapes               <ul style="list-style-type: none"> <li>○ puts two yellow circles of the same size on the tray</li> </ul> </li> <li>• Later matches and sorts shapes of different sizes or orientations               <ul style="list-style-type: none"> <li>○ puts small square and large square together</li> <li>○ picks up triangle block to put in shape sorter even if block is rotated at a different orientation, such as ▲ and ▼</li> </ul> </li> </ul> <p><b>Strand: Spatial Sense</b></p> <ul style="list-style-type: none"> <li>• Responds to and uses basic spatial directions and simple prepositions, especially when accompanied by gestures               <ul style="list-style-type: none"> <li>○ reach up</li> <li>○ slide down</li> <li>○ on</li> <li>○ in</li> <li>○ under</li> <li>○ up</li> </ul> </li> </ul>	1				
	2				
	3				
<p style="text-align: center;"><b>37-60 months Indicators:</b></p> <p><b>Strand: Shape Knowledge</b></p> <ul style="list-style-type: none"> <li>• Recognizes and names familiar shapes               <ul style="list-style-type: none"> <li>○ square</li> <li>○ triangle</li> <li>○ circle</li> <li>○ rectangle</li> </ul> </li> <li>• Later in this age range recognizes and names less familiar shapes               <ul style="list-style-type: none"> <li>○ hexagon </li> <li>○ trapezoid </li> </ul> </li> <li>• Names and recognizes some three-dimensional shapes               <ul style="list-style-type: none"> <li>○ cube (ABC block)</li> <li>○ cone (ice cream cone)</li> <li>○ cylinder (can of soup)</li> <li>○ sphere (ball)</li> </ul> </li> <li>• Later in this age range recognizes shapes regardless of orientation or size and describes shapes in terms of their attributes (a triangle has three straight sides)</li> </ul> <p style="text-align: right;"><i>continued...</i></p>	1				
	2				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p><b>Strand: Spatial Sense</b></p> <ul style="list-style-type: none"> <li>• Increases use of more complex spatial vocabulary               <ul style="list-style-type: none"> <li>○ inside (Puts the beanbags inside the basket when asked)</li> <li>○ beside (Sits beside friend when asked)</li> <li>○ below (Hangs jacket below nametag)</li> </ul> </li> <li>• Follows directions related to directionality, order, and position in space               <ul style="list-style-type: none"> <li>○ “move forward”</li> <li>○ “put it behind the green car”</li> </ul> </li> <li>• Can mentally turn an object to perform simple tasks without needing to handle the object               <ul style="list-style-type: none"> <li>○ communicates to a friend, “If you turn the puzzle piece it will fit”</li> </ul> </li> </ul> <p><b>Strand: Shape Manipulation</b></p> <ul style="list-style-type: none"> <li>• Builds increasingly complex designs, pictures, and structures using two- and three-dimensional shapes               <ul style="list-style-type: none"> <li>○ uses circles and rectangles to make a snowman image</li> <li>○ constructs a castle out of building blocks</li> </ul> </li> <li>• Combines, rotates, flips, and separates parquetry block shapes to create designs and to make other shapes</li> <li>• Combines two wood triangle-shaped blocks to make a square</li> <li>• Later in this age range shows increasing ability to predict which shapes might be used to create other shapes (two squares make a rectangle)</li> </ul>	3				



## Arkansas CDELS Developmental Rating Scale: 19 through 60 Months

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

### Observation #1

### Observation #2

### Observation #3

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

### Domain of Development & Learning — Science and Technology

#### ST1. Scientific Practices

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>ST1.1 Engages in the scientific process to collect, analyze, and communicate information</b>					
<p style="text-align: center;"><b>19-48 months Indicators:</b></p> <p><b>Strand: Observations, Questions, &amp; Predictions</b></p> <ul style="list-style-type: none"> <li>• Asks questions such as, "Where does snow go?"</li> <li>• Makes observations (describes texture of fabrics as soft, scratchy, or bumpy when prompted)</li> </ul> <p><b>Strand: Investigation &amp; Hypothesis Testing</b></p> <ul style="list-style-type: none"> <li>• Explores cause-and-effect relationships                             <ul style="list-style-type: none"> <li>○ blows bubbles with different size wands</li> <li>○ pushes a ball gently then pushes a ball hard</li> <li>○ pushes a toy then pulls the string to get it to roll</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Observations, Questions, &amp; Predictions</b></p> <ul style="list-style-type: none"> <li>• Asks questions about the world               <ul style="list-style-type: none"> <li>○ “What do plants need to grow?”</li> </ul> </li> <li>• Seeks answers from various sources               <ul style="list-style-type: none"> <li>○ asks teacher to help find information about spiders in a book</li> </ul> </li> <li>• Makes increasingly complex observations about objects and events               <ul style="list-style-type: none"> <li>○ notices that outdoor area smells different after rain</li> </ul> </li> <li>• Makes predictions about what might happen based on past experience               <ul style="list-style-type: none"> <li>○ “I think that adding yellow paint to blue paint will make green”</li> <li>○ “I think the ping pong ball will float”</li> </ul> </li> </ul>	1				
	2				
	3				

**ST2. Knowledge of Science Concepts**

**ST2.1 Demonstrates knowledge of core science ideas and concepts**

<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: System Parts &amp; Wholes</b></p> <ul style="list-style-type: none"> <li>• Identifies parts of a whole (labels parts of a toy car such as door and wheel)</li> <li>• Later in this age range, can describe functions of parts of a toy car with adult support</li> </ul> <p><b>Strand: Structure &amp; Function</b></p> <ul style="list-style-type: none"> <li>• Describes basic features and functions of living things (talks about body parts and how they are used)</li> <li>• Describes objects, and materials (describes objects by using words like round or soft)</li> </ul> <p><b>Strand: Stability and Change</b></p> <ul style="list-style-type: none"> <li>• Describes changes in the environment with adult support               <ul style="list-style-type: none"> <li>○ talks about weather conditions such as rain, snow, and wind</li> <li>○ notices clouds changing shape and moving across the sky</li> </ul> </li> </ul>	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: System Parts &amp; Wholes</b></p> <ul style="list-style-type: none"> <li>• With adult support asks questions and makes comments about parts of a system and how they interact to make the system function               <ul style="list-style-type: none"> <li>○ asks about the gears and parts of a wind-up toy and how they make the toy work</li> <li>○ talks about roles of family members</li> </ul> </li> </ul> <p><b>Strand: Stability and Change</b></p> <ul style="list-style-type: none"> <li>• Observes and describes environmental changes over time with increasing sophistication               <ul style="list-style-type: none"> <li>○ comments on flowers blooming in the spring</li> <li>○ notices when branches have been trimmed from a tree</li> <li>○ says, "The sun made the slide hot!"</li> <li>○ notices the shape of the moon changing over time</li> </ul> </li> <li>• Demonstrates an understanding that living things change over time in size and other capacities as they grow               <ul style="list-style-type: none"> <li>○ talks about similarities and differences between babies and adults</li> <li>○ acts out a song about growth by pretending to be a plant and demonstrating with body how a seed grows into a seedling then a tree</li> </ul> </li> </ul> <p><b>Definition:</b>  <b>System</b> – a group of parts that interact to make the system function.            For example:</p> <ul style="list-style-type: none"> <li>• Car (the whole) – is a system of parts that interact/work together to make the car run</li> <li>• Body (the whole) – is a system of parts that interact/work together to make the body function</li> <li>• Family (the whole) – is a system of a group of people (parts) who work together to help the family function</li> </ul>	1				
	2				
	3				
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Structure &amp; Function</b></p> <ul style="list-style-type: none"> <li>• Makes observations and generalizations about structure and function               <ul style="list-style-type: none"> <li>○ generalizes that objects that are round will roll</li> <li>○ talks about why plants need stems</li> <li>○ describes why birds can fly and people can't</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>ST3. Knowledge of Science Content</b>					
<b>ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials</b>					
<p style="text-align: center;"><b>19-36 months Indicators:</b></p> <p><b>Strand: Living Things</b></p> <ul style="list-style-type: none"> <li>• Responds to and explores characteristics of living things               <ul style="list-style-type: none"> <li>○ observes with interest fish swimming in a bowl or aquarium</li> <li>○ points and squeals when sees a dog</li> <li>○ runs hand over bark of a tree</li> <li>○ later in this age range, chases or follows a butterfly, ladybug, or bird</li> </ul> </li> </ul> <p><b>Strand: Nature &amp; the Environment</b></p> <ul style="list-style-type: none"> <li>• Shows interest in the natural world               <ul style="list-style-type: none"> <li>○ closes eyes and tilts head up to feel breeze on face</li> <li>○ touches flowers and plants</li> <li>○ investigates natural materials such as water, dirt, and leaves</li> </ul> </li> <li>• Helps care for the environment               <ul style="list-style-type: none"> <li>○ throws away a used paper towel</li> <li>○ participates in some way in clean-up time</li> </ul> </li> </ul> <p><b>Strand: Physical Objects &amp; Materials</b></p> <ul style="list-style-type: none"> <li>• Actively explores and experiments with the physical properties of objects and materials               <ul style="list-style-type: none"> <li>○ combines different substances such as water and dirt</li> <li>○ stacks and knocks down towers</li> <li>○ bounces balls</li> <li>○ explores fabrics with different textures</li> </ul> </li> </ul>	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Living Things</b></p> <ul style="list-style-type: none"> <li>• Asks and answers questions about the similarities, differences, and categories of plants and animals.               <ul style="list-style-type: none"> <li>○ talks about how birds have feathers covering their bodies, but snakes have scales</li> </ul> </li> <li>• Shows curiosity and knowledge about how living things grow and change over time               <ul style="list-style-type: none"> <li>○ talks about how kitten at home is getting bigger</li> <li>○ asks why leaves change color</li> </ul> </li> <li>• Describes characteristics that define living things with adult support               <ul style="list-style-type: none"> <li>○ breathes</li> <li>○ moves</li> <li>○ grows</li> </ul> </li> <li>• Shows curiosity about the relationship of living things to their environments/habitats               <ul style="list-style-type: none"> <li>○ asks why fish always live in water</li> <li>○ wonders where birds sleep</li> </ul> </li> </ul>	1				
<p><b>Strand: Nature &amp; the Environment</b></p> <ul style="list-style-type: none"> <li>• Investigates and describes natural elements in the environment               <ul style="list-style-type: none"> <li>○ observes a group of ants moving on the playground and comments, "They're moving around like they're scared"</li> <li>○ draws different kinds of leaves in the science center and communicates "This one has round edges, this one has pointy edges."</li> </ul> </li> <li>• Demonstrates respect for the environment               <ul style="list-style-type: none"> <li>○ observes flowers or insects without intruding or destroying</li> <li>○ picks up a piece of litter and says, "Animals might get sick if they eat this"</li> </ul> </li> </ul>	2				
<p><b>Strand: Physical Objects &amp; Materials</b></p> <ul style="list-style-type: none"> <li>• Uses observable characteristics to describe and categorize physical objects and materials based on similarities and differences               <ul style="list-style-type: none"> <li>○ after participating in an investigation, sorts items into those that float and those that sink</li> <li>○ sorts objects made of wood and those made of plastic</li> </ul> </li> </ul>	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>ST3.2 Uses tools and engineering practices to explore and solve problems</b>					
<p><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Knowledge &amp; Use of Tools</b></p> <ul style="list-style-type: none"> <li>• Uses own body to make something happen               <ul style="list-style-type: none"> <li>○ pats a toy drum to hear the sound</li> <li>○ kicks a ball</li> </ul> </li> <li>• Uses other people to make something happen (pulls an adult's hand and guides it to push a button on a toy)</li> <li>• Uses objects to make something happen               <ul style="list-style-type: none"> <li>○ uses a bubble wand to make bubbles</li> <li>○ later in this age range uses an object to reach something under a chair</li> </ul> </li> </ul>	1				
	2				
	3				
<p><b>19-48 months Indicators:</b></p> <p><b>Strand: Engineering Practices &amp; Thinking</b></p> <ul style="list-style-type: none"> <li>• Explores stability and balance such as building a simple block structure</li> <li>• Explores force and motion by rolling a car down a ramp</li> </ul>	1				
	2				
	3				
<p><b>19-60 months Indicators:</b></p> <p><b>Strand: Knowledge &amp; Use of Tools</b></p> <ul style="list-style-type: none"> <li>• Explores simple machines such as ramps and wheels               <ul style="list-style-type: none"> <li>○ plays with ramps and vehicles in the block area</li> <li>○ uses sand wheels in the sand table</li> </ul> </li> <li>• Later in this age range plays with:               <ul style="list-style-type: none"> <li>○ pulleys</li> <li>○ levers</li> <li>○ manipulative toys that use gears</li> </ul> </li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Knowledge &amp; Use of Tools</b></p> <ul style="list-style-type: none"> <li>• Uses a variety of tools to gather information, investigate objects, and solve problems               <ul style="list-style-type: none"> <li>○ ruler</li> <li>○ balance scale</li> <li>○ magnifying glass</li> <li>○ toy stethoscope</li> <li>○ unit blocks</li> <li>○ measuring cups</li> <li>○ thermometer</li> </ul> </li> <li>• Communicates how tools are used by people in their world               <ul style="list-style-type: none"> <li>○ ladders help firefighters</li> <li>○ stethoscopes help doctors and nurses</li> </ul> </li> </ul> <p><b>Strand: Engineering Practices &amp; Thinking</b></p> <ul style="list-style-type: none"> <li>• Shows increased understanding of relationships between variables and outcomes               <ul style="list-style-type: none"> <li>○ steepness of a ramp determines the speed of a rolled ball</li> <li>○ size of blocks determines the stability of a structure</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Engineering Practices &amp; Thinking</b></p> <ul style="list-style-type: none"> <li>• With adult support, generates multiple solutions to problems, tests solutions and revises them               <ul style="list-style-type: none"> <li>○ builds block tower that falls with a foundation of small blocks; uses bigger blocks the next time</li> </ul> </li> <li>• Develops increasingly detailed explanations of their ideas and reasons for outcomes (“My tower kept falling, it needed a strong bottom so I used bigger blocks”)</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play</b>					
<p><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Technology Handling</b></p> <ul style="list-style-type: none"> <li>• Explores and uses simple tools               <ul style="list-style-type: none"> <li>○ spoons</li> <li>○ hairbrushes</li> <li>○ crayons</li> </ul> </li> <li>• Later in this age range uses common devices such as sinks and toilets</li> </ul>	1				
	2				
	3				
<p><b>19-60 months Indicators:</b></p> <p><b>Strand: Technology Handling</b></p> <ul style="list-style-type: none"> <li>• Incorporates technology tools into their pretend play               <ul style="list-style-type: none"> <li>○ pretends to call someone on a toy phone</li> <li>○ pretends to take a picture using a toy camera</li> </ul> </li> </ul>	1				
	2				
	3				



Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Technology Handling</b></p> <ul style="list-style-type: none"> <li>• Develops knowledge of and explores the functionality of simple digital devices               <ul style="list-style-type: none"> <li>○ touch screen</li> <li>○ e-book reader</li> <li>○ digital camera</li> <li>○ copier</li> <li>○ light table</li> <li>○ music player</li> </ul> </li> </ul>	1				
<p><b>Strand: Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• Identifies technology tools for multiple purposes               <ul style="list-style-type: none"> <li>○ creating (creates a picture or story on an electronic device)</li> <li>○ problem solving</li> <li>○ gathering information (suggests looking up a question or the meaning of a word on the internet)</li> <li>○ documenting (records on a recording device a made up story)</li> </ul> </li> </ul>	2				
<p><b>Strand: Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>• Shows knowledge of how to use technology in safe, healthy, acceptable, responsible, and socially positive ways               <ul style="list-style-type: none"> <li>○ suggests sending a get-well message to a friend who is sick</li> </ul> </li> <li>• Follows directions and class rules for using digital devices               <ul style="list-style-type: none"> <li>○ can log in and out</li> <li>○ keeps materials such as sand and play dough away from equipment</li> <li>○ handles equipment with care</li> <li>○ knows the time limit or sign up rule for access to the device</li> </ul> </li> </ul>	3				



## Arkansas CDELS Developmental Rating Scale: 19 through 60 Months

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

**Observation #1**

**Observation #2**

**Observation #3**

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

### Domain of Development & Learning — Social Studies

#### SS1. Family, Community, and Culture

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>SS1.1 Demonstrates positive connection to family and community</b>					
<p style="text-align: center;"><b>19-36 months Indicators:</b></p> <p><b>Strand: Learning Community</b></p> <ul style="list-style-type: none"> <li>Begins to identify as a member of a classroom or group such as, "This is my room"</li> <li>Follows simple rules with adult support such as goes to the rug when the teacher says it's Story Time</li> </ul>	1				
	2				
	3				

Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Family &amp; Cultural Identity</b></p> <ul style="list-style-type: none"> <li>• Recognizes similarities and differences among individual people               <ul style="list-style-type: none"> <li>○ children will sometimes touch the hair of someone whose hair is different from their own</li> <li>○ later in this age range recognizes similarities and differences among groups of people (notices when another language is spoken)</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Awareness of Roles in Society</b></p> <ul style="list-style-type: none"> <li>• Engages in increasingly complex pretend play acting out family roles               <ul style="list-style-type: none"> <li>○ pretends to be a “daddy” sweeping the house or feeding the baby</li> <li>○ later in this age range, acts out scenes at a restaurant, beauty salon, or doctor’s office</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Learning Community</b></p> <ul style="list-style-type: none"> <li>• Increases participation as a member of the learning community               <ul style="list-style-type: none"> <li>○ participates in whole-group activities</li> <li>○ helps establish rules for behavior</li> <li>○ participates in classroom clean-up</li> </ul> </li> </ul> <p><b>Strand: Family &amp; Cultural Identity</b></p> <ul style="list-style-type: none"> <li>• Shows pride in family and cultural heritage               <ul style="list-style-type: none"> <li>○ talks about family members and traditions</li> <li>○ draws pictures of family members and own cultural group</li> <li>○ shares a song or special food from cultural group</li> <li>○ shows pride in home language (“Gato means cat in Spanish. We speak Spanish at home!”)</li> </ul> </li> </ul> <p><b>Strand: Awareness of Roles in Society</b></p> <ul style="list-style-type: none"> <li>• Shows increasing awareness of the roles people play in society               <ul style="list-style-type: none"> <li>○ talks about roles of various family members</li> <li>○ describes jobs of community helpers such as firefighters, grocery clerks, and veterinarians</li> <li>○ talks about what they would like to be when they grow up</li> </ul> </li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Family &amp; Cultural Identity</b></p> <ul style="list-style-type: none"> <li>• Shows knowledge of family, cultural and political history               <ul style="list-style-type: none"> <li>○ talks about where family came from (Says, "My cousins live far away in India. My Daddy says he used to live there and we're going to visit them")</li> <li>○ talks about where cultural traditions came from (Says, "I call my grandma Abuela Maria. She's from Mexico.")</li> </ul> </li> <li>• Can name the president of the United States</li> </ul>	1				
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<b>SS2. History and Geography</b>					
<b>SS2.1 Shows awareness of sequence and change over time</b>					
<p align="center"><b>19-36 months Indicators: (begins at Birth)</b></p> <p><b>Strand: Awareness of Past &amp; Future</b></p> <ul style="list-style-type: none"> <li>• Shows anticipation for regularly scheduled daily activities               <ul style="list-style-type: none"> <li>○ moves to the table after handwashing without the caregiver's instruction</li> <li>○ gets coat when caregiver says it's time to go outside</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Time Concepts</b></p> <ul style="list-style-type: none"> <li>• Begins to understand basic time concepts               <ul style="list-style-type: none"> <li>○ <i>now/later</i></li> <li>○ <i>day/night</i></li> </ul> </li> <li>○ later in this age range, uses increasingly complex time-related words and concepts (<i>last time/next time</i>)</li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Awareness of Past &amp; Future</b></p> <ul style="list-style-type: none"> <li>• Discusses events in the immediate past or future               <ul style="list-style-type: none"> <li>○ gives simple account of what happened that day</li> <li>○ says "After lunch, we get to read books"</li> </ul> </li> <li>• Communicates about events that are increasingly distant from the present               <ul style="list-style-type: none"> <li>○ talks about "When I was a baby..."</li> </ul> </li> <li>• With adult support makes predictions about future events (Says, "When we're in Kindergarten we get to go on a field trip to the zoo".)</li> </ul>	1				
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	3				
<b>SS2.2 Demonstrates simple geographic knowledge</b>					
<p align="center"><b>19-36 months Indicators:</b></p> <p><b>Strand: Awareness of Location and Place</b> (begins at 9 months)</p> <ul style="list-style-type: none"> <li>• Knows where some favorite toys or foods are stored in familiar places               <ul style="list-style-type: none"> <li>○ home (crackers in the pantry)</li> <li>○ classroom (red truck in the block center)</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Awareness of Location and Place</b></p> <ul style="list-style-type: none"> <li>• Shows awareness of familiar buildings and landmarks               <ul style="list-style-type: none"> <li>○ home</li> <li>○ school</li> <li>○ library</li> <li>○ grocery store</li> <li>○ restaurants</li> <li>○ parks</li> <li>○ lakes or rivers</li> </ul> </li> <li>• Understands words indicating relative distances               <ul style="list-style-type: none"> <li>○ near</li> <li>○ far</li> <li>○ close</li> </ul> </li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-48 months Indicators:</b></p> <p><b>Strand: Geographic Concepts</b></p> <ul style="list-style-type: none"> <li>• Shows interest in exploring geography tools               <ul style="list-style-type: none"> <li>◦ maps                   <ul style="list-style-type: none"> <li>◆ asks questions when looking at maps of familiar locations such as a map of the school campus, the neighborhood or local park</li> <li>◆ plays with community rug map with toy vehicles</li> <li>◆ participates in making a classroom map with pictures cut from school catalogs</li> <li>◆ helps create an obstacle course on the playground to steer tricycles through</li> </ul> </li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Awareness of Location and Place</b></p> <ul style="list-style-type: none"> <li>• Communicates about the location of objects and areas at home and school (geographic location)               <ul style="list-style-type: none"> <li>◦ talks about extra puzzles in a closet in the classroom</li> </ul> </li> <li>• Can match objects to their usual geographic location               <ul style="list-style-type: none"> <li>◦ says, "The stove is in the kitchen"</li> <li>◦ says, "My bed is in my bedroom"</li> </ul> </li> </ul> <p><b>Strand: Geographic Concepts</b></p> <ul style="list-style-type: none"> <li>• Discusses basic geographic concepts and features of environments               <ul style="list-style-type: none"> <li>◦ says "We have mountains where we live"</li> <li>◦ sees a picture of fish and says, "They live in water"</li> </ul> </li> </ul>	1				
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	3				
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Geographic Concepts</b></p> <ul style="list-style-type: none"> <li>• With adult support creates drawings or simple maps of home and other familiar places</li> </ul>	1				
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## Arkansas CDELS Developmental Rating Scale: 19 through 60 Months

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

**Observation #1**

**Observation #2**

**Observation #3**

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Date completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Child's age when completed \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

Observer's signature \_\_\_\_\_

### Domain of Development & Learning — Creativity and Aesthetics

#### CA1. Music and Movement

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<b>CA1.1 Explores through listening, singing, creating, and moving to music</b>					
<p style="text-align: center;"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Exploration of Music &amp; Movement</b></p> <ul style="list-style-type: none"> <li>• Joins in singing and exploring simple instruments such as tambourine and shakers</li> <li>• Moves body in response to rhythms and music                             <ul style="list-style-type: none"> <li>○ sways to the sound of music</li> <li>○ claps along with song, though may not be on the beat</li> </ul> </li> </ul> <p><b>Strand: Musical Expression &amp; Appreciation</b></p> <ul style="list-style-type: none"> <li>• Develops preferences for favorite songs and fingerplays                             <ul style="list-style-type: none"> <li>○ claps and smiles or communicates "Again! Again!" when a song is finished</li> <li>○ sings songs during the day without prompt from adults</li> </ul> </li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p><b>19-48 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Music &amp; Movement Concepts</b></p> <ul style="list-style-type: none"> <li>• Imitates and with adult support begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing</li> </ul>	1				
	2				
	3				
<p><b>37-60 months Indicators:</b></p> <p><b>Strand: Exploration of Music &amp; Movement</b></p> <ul style="list-style-type: none"> <li>• Explores a widening variety of culturally diverse musical instruments               <ul style="list-style-type: none"> <li>○ bongo drum</li> <li>○ maracas</li> <li>○ guiro shaker</li> <li>○ castanets</li> <li>○ rain stick</li> </ul> </li> <li>• Uses culturally diverse musical instruments to produce increasingly complex               <ul style="list-style-type: none"> <li>○ rhythms</li> <li>○ tones</li> <li>○ melodies</li> <li>○ songs</li> </ul> </li> <li>• Uses body movement to respond to               <ul style="list-style-type: none"> <li>○ beat (with increasing ability marches with musical instruments in step with the beat)</li> <li>○ dynamics (loud versus quiet) (tiptoes during quiet music and stomps when it gets louder)</li> <li>○ tempo (speed) of music (moves slower or faster in time with music)</li> </ul> </li> </ul> <p><b>Strand: Musical Expression &amp; Appreciation</b></p> <ul style="list-style-type: none"> <li>• Requests favorite types of music</li> <li>• Discusses favorite songs</li> <li>• Shows appreciation for the music and dance of others by clapping and talking about it after the performance</li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Music &amp; Movement Concepts</b></p> <ul style="list-style-type: none"> <li>• With adult support demonstrates the foundational components of music               <ul style="list-style-type: none"> <li>○ tempo (by singing faster when asked to up the tempo)</li> <li>○ dynamics (by singing louder and softer during a song)</li> <li>○ pitch (by singing higher and lower notes)</li> </ul> </li> </ul> <p><b>Strand: Musical Expression &amp; Appreciation</b></p> <ul style="list-style-type: none"> <li>• Expresses self through music by               <ul style="list-style-type: none"> <li>○ making up songs</li> <li>○ changing words to familiar songs</li> </ul> </li> </ul>	1				
	2				
	3				
<b>CA2. Visual Arts</b>					
<b>CA2.1 Explores, manipulates, creates, and responds to a variety of art media</b>					
<p align="center"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Exploration of Art</b></p> <ul style="list-style-type: none"> <li>• Participates in child-initiated visual art activities such as drawing with crayons</li> <li>• With adult support experiments with a variety of media and materials               <ul style="list-style-type: none"> <li>○ crayons</li> <li>○ markers</li> <li>○ chalk</li> <li>○ paints</li> <li>○ collage materials</li> <li>○ play dough</li> </ul> </li> </ul>	1				
	2				
	3				
<p align="center"><b>19-48 months Indicators:</b></p> <p><b>Strand: Art Concepts</b></p> <ul style="list-style-type: none"> <li>• Shows increasing range and intentionality in art creations               <ul style="list-style-type: none"> <li>○ draws multiple simple shapes</li> <li>○ uses a variety of tools to make different textures in play dough</li> <li>○ shows preferences (chooses markers over crayons consistently)</li> <li>○ makes choices about colors</li> </ul> </li> </ul>	1				
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	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>19-60 months Indicators:</b></p> <p><b>Strand: Art Appreciation &amp; Expression</b></p> <ul style="list-style-type: none"> <li>• Shows adult drawing they have made with crayons or markers</li> <li>• With adult support observes beauty in the environment               <ul style="list-style-type: none"> <li>○ looks at flowers</li> <li>○ points to birds flying in the air</li> </ul> </li> <li>• Later in this age range tells about their artistic creations with increasing detail</li> <li>• Later in this age range tells that objects in the environment are beautiful and can articulate why he or she believes it is beautiful</li> </ul>	1				
	2				
	3				
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Exploration of Art</b></p> <ul style="list-style-type: none"> <li>• Engages in child-initiated visual art activities with               <ul style="list-style-type: none"> <li>○ increased independence                   <ul style="list-style-type: none"> <li>◆ asks a friend, "Can I use the easel when you're done?"</li> </ul> </li> <li>○ intentionality                   <ul style="list-style-type: none"> <li>◆ creates two- or three-dimensional art that approximates or depicts people, animals, and objects</li> </ul> </li> <li>○ planning                   <ul style="list-style-type: none"> <li>◆ says, "I'm going to draw daddy," before starting a project</li> </ul> </li> <li>○ knowledge of art media and materials                   <ul style="list-style-type: none"> <li>◆ says, "I need tissue paper and glue to make a collage like Eric Carle"</li> <li>◆ says, "I'm using watercolors to paint a picture of the lake"</li> </ul> </li> </ul> </li> </ul> <p><b>Strand: Art Appreciation &amp; Expression</b></p> <ul style="list-style-type: none"> <li>• Chooses their own art and briefly explains their choice               <ul style="list-style-type: none"> <li>○ for display in the learning environment (places his clay dog on the shelf and says, "This is my puppy, Shadow")</li> <li>○ for inclusion in a book (chooses her painting of her family on a picnic and says, "This is our favorite thing to do together")</li> </ul> </li> </ul> <p><b>Definition:</b>  <b>Visual Arts</b> – A broad category of art activities that include drawing, painting, print making, sculpture and other art forms.</p>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Art Concepts</b></p> <ul style="list-style-type: none"> <li>• With adult support demonstrates the foundational components of art               <ul style="list-style-type: none"> <li>○ line and shape (by drawing lines and different shapes)</li> <li>○ color (by using different colors)</li> <li>○ texture (how a piece of textured art tempera paint with sand in it feels to touch)</li> </ul> </li> </ul> <p><b>Strand: Art Appreciation &amp; Expression</b></p> <ul style="list-style-type: none"> <li>• Communicates with others about art               <ul style="list-style-type: none"> <li>○ discusses the ideas behind own art and how it was made (says, "I used lots of colors to draw the flowers in my picture. Now it looks like my Mama's garden")</li> <li>○ discusses the feelings generated by looking at different art (says, "Your picture of the elephant makes me smile")</li> <li>○ shows appreciation for the artwork of others (says, "Your picture of the boat looks like my Grandad's fishing boat")</li> </ul> </li> </ul>	1				
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<b>CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play</b>					
<p align="center"><b>19-36 months Indicators: (begins at 9 months)</b></p> <p><b>Strand: Exploration of Drama</b></p> <ul style="list-style-type: none"> <li>• Tries out roles and relationships through imitation and pretend play using real objects               <ul style="list-style-type: none"> <li>○ uses cup to pretend to drink</li> <li>○ pretends to open door using toy key</li> <li>○ puts on hat and says, "I'm going to work"</li> </ul> </li> <li>• Later in this age range uses objects to represent other things               <ul style="list-style-type: none"> <li>○ pretends a block is a telephone</li> <li>○ pretends a box is a car</li> </ul> </li> </ul>	1				
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Child's name \_\_\_\_\_

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
<p align="center"><b>37-60 months Indicators:</b></p> <p><b>Strand: Exploration of Drama</b></p> <ul style="list-style-type: none"> <li>• Explores a variety of themes and roles through play, including               <ul style="list-style-type: none"> <li>○ real-life scenarios and people (role plays a chef making a pizza in dramatic play)</li> <li>○ fictional stories and characters (acts out <i>The Three Bears</i> with simple props)</li> <li>○ play that expresses feelings and helps process experiences (reassures dog (stuffed animal) that things will be ok now that it has a new home with her)</li> </ul> </li> </ul> <p><b>Strand: Drama Concepts</b></p> <ul style="list-style-type: none"> <li>• Engages in increasingly complex, longer play scenarios               <ul style="list-style-type: none"> <li>○ assigns or assumes multiple roles within a scenario (tells peers to be the students in a class while he is the teacher so they can play school)</li> <li>○ tells more cohesive stories through play (acts the part of Mama as she takes her children shopping for school clothes and shoes)</li> </ul> </li> </ul>	1				
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<p align="center"><b>49-60 months Indicators:</b></p> <p><b>Strand: Drama Concepts</b></p> <ul style="list-style-type: none"> <li>• With adult support understands the foundational components of drama               <ul style="list-style-type: none"> <li>○ theme (can identify the main idea of the story)</li> <li>○ plot (can discuss the series of events that take place)</li> <li>○ character (can identify the main and minor characters and their roles)</li> <li>○ dialogue (can discuss the interactions between characters)</li> </ul> </li> </ul> <p><b>Strand: Drama Appreciation &amp; Expression</b></p> <ul style="list-style-type: none"> <li>• Discusses and expresses appreciation after viewing a performance by older children or a professional group.</li> </ul>	1				
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	3				