Arkansas Child Development and Early Learning Standards

Developmental Rating Scale: Birth through 36 Months

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UNIVERSITY OF ARKANSAS.

College of Education & Health Professions
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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
Social and Emotional Development	**SE1. Relationships with Others** SE1.1 Forms trusting relationships with nurturing adults SE1.2 Interacts with peers **SE2. Emotional Expression and Understanding** SE2.1 Experiences, expresses, and regulates a range of emotions SE2.2 Interprets and responds to the feelings of others **SE3. Self-Awareness and Self-Concept** SE3.1 Shows awareness of self as unique individual SE3.2 Demonstrates competence and confidence
Cognitive Development	**CD1. Approaches to Learning** CD1.1 Shows curiosity and a willingness to try new things CD1.2 Shows persistence in approaching tasks **CD2. Executive Function** 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 **CD3. Logic and Reasoning** CD3.1 Uses reasoning and planning ahead to solve problems and reach goals CD3.2 Engages in symbolic and abstract thinking
Physical Development and Health	**PH1. Gross Motor** PH1.1 Demonstrates locomotor skills PH1.2 Shows stability and balance PH1.3 Demonstrates gross-motor manipulative skills **PH2. Fine Motor** PH2.1 Demonstrates fine-motor strength, control, and coordination PH2.2 Adjusts grasp and coordinates movements to use tools **PH3. Health and Well-Being** 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
Language Development	**LD1. Receptive Language** LD1.1 Understands and responds to language (in child's home language) **LD2. Expressive Language** LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) **LD3. Communication Skills** LD3.1 Communicates using social and conversational rules **LD4. English Language Development of Dual Language Learners** LD4.1 Demonstrates progress in attending to, understanding, and responding to English LD4.2 Demonstrates progress in speaking and expressing self in English

Domain of Development and Learning	Learning Goal
Emergent Literacy	**EL1. Engagement in Literacy Experiences and Understanding of Stories and Books** EL1.1 Shows interest in literacy experiences EL1.2 Engages in read-alouds and conversations about books and stories **EL2. Phonological Awareness** EL2.1 Notices and manipulates the sounds of language **EL3. Knowledge and Use of Books, Print, and Letters** 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
Mathematical Thinking	**MT1. Number Concepts and Operations** MT1.1 Demonstrates number sense and an understanding of quantity MT1.2 Explores combining and separating groups (numerical operations) **MT2. Algebraic Thinking** MT2.1 Uses classification and patterning skills **MT3. Measurement and Comparison** MT3.1 Participants in exploratory measurement activities and compares objects **MT4. Geometry and Spatial Sense** MT4.1 Explores and describes shapes and spatial relationships
Science and Technology	**ST1. Scientific Practices** ST1.1 Engages in the scientific process to collect, analyze, and communicate information **ST2. Knowledge of Science Concepts** ST2.1 Demonstrates knowledge of core science ideas and concepts **ST3. Knowledge of Science Content** 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
Social Studies	**SS1. Family, Community, and Culture** SS1.1 Demonstrates positive connection to family and community **SS2. History and Geography** SS2.1 Shows awareness of sequence and change over time SS2.2 Demonstrates simple geographic knowledge
Creativity and Aesthetics	**CA1. Music and Movement** CA1.1 Explores through listening, singing, creating, and moving to music **CA2. Visual Arts** CA2.1 Explores, manipulates, creates, and responds to a variety of art media **CA3. Drama** CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play

Arkansas CDELS Developmental Rating Scale:
Birth through 36 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**
SE1.1 Forms trusting relationships with nurturing adults					

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
Birth-18 months Indicators: **Strand: Interactions** • Engages in back-and-forth interactions with familiar adults (peek-a-boo, vocalizations)	1				
• Communicates needs through crying, smiling, pointing, dropping or banging objects, leading adult by hand	2				
Strand: Attachment Relationships • Forms strong emotional bonds (attachment) with one or more caregivers • Shows preference for familiar adults	3				
9-36 months Indicators: **Strand: Attachment Relationships** • Looks to particular people for security, comfort and protection	1				
• Shows distress when separated from special person (separation anxiety) • Shows distress when encountering strangers (stranger anxiety) • Explores environment while regularly checking in with trusted adults	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

19-36 months Indicators:
 	
Strand: Interactions (mastery at 48 months)
• Participates in longer back-and-forth interactions with adults
  o imitates adults' actions ("Reads" book to stuffed animals like the teacher reads to the class)
  o seeks assistance (Asks for help to hang his picture on the bulletin board)
  o engages in role play, games or other activities (Says, "I'm a dog" then she crawls on carpet and barks)
	1				

	2				
	3				
SE1.2 Interacts with peers					

Birth-18 months Indicators:
 	
Strand: Develops Friendships
• Shows interest in peers
  o watches them
  o touches them
  o has simple back and forth interactions with them
	1				

	2				
	3				
9-36 months Indicators: **Strand: Stages of Play** • Begins to engage in parallel play (playing next to, but not involved in other child's play). For example, two children are playing at the water table but not interacting with each other.	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Develops Friendships** • Shows preference for certain playmates (mastery at 60 months)	1				
Strand: Stages of Play • Participates in associative play (playing independently, but engaging in same activity as other children) (mastery at 48 months). For example, a group of children sit at the same table with snap together blocks but no interaction.	2				
	3				
SE2. Emotional Expression and Understanding					
SE2.1 Experiences, expresses, and regulates a range of emotions					
Birth-8 months Indicators: **Strand: Emotion Expression** (mastery at 18 months) • Expresses basic emotions through facial expression, gestures and sounds (joy, sadness, contentment, distress, interest, surprise, anger, fear)	1				
Strand: Emotion Regulation • Calms self with adult support (relaxes when picked up and held by familiar adult) • Demonstrates some self-soothing behaviors	2				

o thumb-fist sucking
  o rocking
  o turning away from source of overstimulation
	3				

9-36 months Indicators: **Strand: Emotion Regulation** • Comforts self by seeking special toy, object, or caregiver when upset (Gets stuffed puppy out of cubby when upset)	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Emotion Expression (mastery at 60 months)** • Begins to use words, signs and pretend play to express basic emotions as well as more complex emotions such as pride	1				
	2				
	3				
SE2.2 Interprets and responds to the feelings of others					

Birth-18 months Indicators:
 	
Strand: Empathy
• Reacts to and takes cues from others' emotional expressions
  o cries when other children cry
  o smiles when someone laughs
	1				

	2				
	3				
9-36 months Indicators: **Strand: Empathy** • 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.) • May try to comfort or assist others. For example, will help a child pick up puzzle pieces she just dropped.	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Emotion Understanding** (mastery at 60 months) • Begins to recognize and label emotional reactions based on o facial expressions (Says, "He look sad.")	1				
o body language and tone (Tells the teacher, "She's mad because he took her book.")	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

Birth-8 months Indicators:
 	
Strand: Sense of Identity
• Develops beginning self–awareness
   o explores own hands and feet
   o responds to name
	1				

	2				
	3				
9-36 months Indicators: **Strand: Characteristics of Self and Others** • Shows growing awareness of own physical characteristics (recognizes self in mirror and photos) • Points to eyes, ears, or nose when asked	1				
Strand: Preferences • Shows preferences for specific people, books, toys, food and activities	2				
• Indicates dislike or unwillingness by communicating "no" (verbally, signing, or shaking head)	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Sense of Identity** (mastery at 48 months) • Begins to use first person pronouns (me, I) • Uses own name to refer to self	1				

• Begins to understand "mine" and "not mine" ("That's my picture and that's Sarah's.")
Strand: Characteristics of Self and Others (mastery at 48 months)
• Recognizes similarities and differences in own and other's personal characteristics
   o different hair color
   o labels self as boy or girl
	2				

Strand: Preferences (mastery at 60 months) • Communicates preferences and interest ("I don't like bananas.")	3				
SE3.2 Demonstrates competence and confidence					
Birth-18 months Indicators: **Strand: Sense of Autonomy** • Shows pleasure and curiosity in making toys produce noises • Repeats actions or sounds that receive attention	1				
	2				
	3				
9-36 months Indicators: **Strand: Sense of Autonomy** • Alternates between independence and wanting help or comfort (wants to put his coat on by himself one day and asks for help the next.)	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

19-36 months Indicators:
 	
Strand: Self-Confidence
• Shows increasing confidence and competence in growing abilities (mastery at 60 months)
   o dresses self with assistance/supervision
   o pours own juice
   o assists with pick up of toys
	1				

	2				
	3				

Arkansas CDELS Developmental Rating Scale: Birth through 36 Months

Child's name: _____   Date: _____

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
CD1.1 Shows curiosity and a willingness to try new things					

Birth-18 months Indicators:
 	
Strand: Exploration & Investigation
• Uses senses and a variety of actions to explore the environment
  o turns head toward a sound
  o shakes or bangs a toy
  o mouths objects
 	
Strand: Interest in New Experiences
• Shows pleasure or engagement when interesting or new things happen
  o laughs after shaking a toy that rattles
  o listens intently to a new song
	1
	
	2
	
	3				

9-36 months Indicators: **Stand: Exploration & Investigation** • Explores different ways to use objects or materials • Investigates ways to make something happen(repeatedly knocks pieces of cereal off high chair tray) • Experiments with different behaviors to see how others will react (turns faucets or switches on and off) **Strand: Interest in New Experiences** • Demonstrates interest in exploring new experiences or materials (mastery at 60 months)	1 2 3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Exploration & Investigation** • Asks increasingly complex questions, beginning with basic "wh-"questions related to the immediate world around ("What is this?") (mastery at 60 months)	1				
	2				
	3				
CD1.2 Shows persistence in approaching tasks					

Birth-18months Indicators:
 	
Strand: Determination
• Repeats actions to produce similar results
   o repeatedly shakes toy to produce noise
   o puts objects in a container and dumps them out over and over again
Strand: Task Completion
• Demonstrates increasing ability to continue interactions with others (attends to game of peek-a-boo for longer period of time)
• Stays engaged with toys for more than just a brief time
	1				

	2				
	3				

19-36 months Indicators: (mastery at 60 months)
 	
Strand: Determination
• Practices an activity many times with increasing independence (chooses the same puzzle every day until able to assemble each piece quickly and easily)
Strand: Task Completion
• Persists in activities for longer periods of time
• Shows increasing tendency to engage in tasks from start-to-finish
   o insists on finishing a drawing before going outside
   o wants to continue building structure until all blocks are used
	1				

	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
9-36 months Indicators: **Strand: Acceptance of Challenges** • Shows increasing willingness to repeat attempts at communication if not understood	1				
• Repeats actions when encountering difficulties (repeatedly tries to force same shape into shape sorter; later in age range, tries a different shape after unsuccessful attempt)	2				
	3				
CD2. Executive Function					
CD2.1 Focuses and sustains attention					
Birth-18 months Indicators: **Strand: Attention & Engagement** • Orients to and focuses on sounds, activities, people, and objects in the environment	1				
○ attends to sounds, lights, etc. ○ turns head to follow caregiver with his or her gaze • Shows increasing ability to attend to people and objects (attends to a short, familiar story-book, though may not want to follow book page by page)	2				
	3				
19-36 months Indicators: (mastery at 60 months) **Strand: Attention & Engagement** • Maintains focus and attention for longer periods of time	1				
Strand: Selective Attention • Focuses on something specific while ignoring irrelevant information (continues putting large interlocking blocks together while other children are working puzzles)	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts					

Birth-36 months Indicators:
 	
Strand: Flexible Thinking
• Uses familiar objects in new or unanticipated ways
  o drops or throws a rattle
  o uses an overturned pail as a drum
  o pretends a block is a phone
	1				

	2				
	3				
19-36 months Indicators: (mastery at 60 months) **Strand: Adjusting Behavior to Match Context** • Transitions from one activity to the next with increasing independence (moving from center time to snack time) • Adjusts to changes in routine with support	1				
	2				
	3				
CD2.3 Regulates impulses and behaviors					
Birth-8 months Indicators: **Strand: Impulse Control** • Typical development of these skills tends to emerge after 8 months.	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
9-36 months Indicators: **Strand: Impulse Control** • Responds to redirection and limit-setting with increasing consistency (pauses when an adult says "stop" or asks them not to do something)	1				
	2				
	3				
19-36 months Indicators: **Strand: Impulse Control** • Shows increasing control over impulsive actions, words, and behaviors with adult support (walks around instead of through a puddle when directed) (mastery at 60 months) **Strand: Delay of Gratification** • Shows increasing understanding of phrases like "later" and "after lunch" (mastery at 48 months)	1				
	2				
	3				
CD2.4 Holds and manipulates information in memory					

Birth-18 months Indicators:
 	
Strand: Short-Term & Working Memory
• Shows awareness that people and objects still exist when they are out of sight and sound range (object permanence) (reaches under a blanket to retrieve a stuffed animal that an adult has hidden while child watches)
Strand: Long-Term Memory
• Anticipates familiar actions or routines
  o raises legs when diaper is changed
  o later in this age range, goes to table when it is time to eat
• Responds to familiar people and objects
  o shows excitement about a toy that was played with days earlier
  o later in this age range looks for or points to familiar people or objects when they are named
	1				

	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Short-Term & Working Memory** • Searches for hidden or missing objects and notices when people are missing from a familiar group (when a peer is absent)	1				
• Remembers and communicates about recent events (what happened earlier in the day) (mastery at 48 months) • Remembers and follows two-step directions with decreasing need for adult support ("Put all the crayons in the basket, then put the basket on the shelf") (mastery at 48 months)	2				
Strand: Long-Term Memory • Learns and recalls motor routines, songs, and rhymes over time with increasing accuracy (sings along with familiar song) (mastery at 48 months) • Tells some details about stories or personal experiences with adult support and modeling (mastery at 48 months)	3				
CD3. Logic and Reasoning					
CD3.1 Uses reasoning and planning ahead to solve problems and reach goals					
Birth-18 months Indicators: **Strand: Problem Solving** • Uses own movements and actions to solve simple problems or reach goal	1				
o rolls to the side to reach an interesting object o pulls on an adult's leg when wanting to be picked up	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
9-36 months Indicators: (mastery at 60 months) **Strand: Problem Solving** • Uses a variety of strategies to solve problems o trial-and-error	1				
o applying knowledge from previous experience (completes new puzzle using familiar strategy of turning pieces until they fit)	2				
o asking for help	3				
CD3.2 Engages in symbolic and abstract thinking					
Birth-8 months Indicators: **Strand: Pretend Play** • Typical development of these skills tends to emerge after 8 months.	1				
	2				
	3				
9-18 months Indicators: **Strand: Pretend Play** • Uses realistic props in ways similar to the real objects they represent and imitates everyday actions of others (talks on a toy phone)	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

9-36 months Indicators:
 	
Strand: Symbolic Representation
• Recognizes that illustrations and photographs are representations of real things
  o points to pictures in book rather than trying to grasp objects on page
  o identifies people in photographs
  o learns names of animals from book and extends knowledge to real animals they see
	1				

	2				
	3				
19-36 months Indicators: (mastery at 48 months) **Strand: Pretend Play** • Uses familiar objects to represent something else (object substitution) (uses a block as a pretend phone) • Acts out routines, stories, or social roles alone or with peers **Strand: Symbolic Representation** • Shows awareness that symbols have meaning and understands that print carries a message (sign, icon, drawing, or logo such as McDonald's®)	1				
	2				
	3				

Arkansas CDELS Developmental Rating Scale:
Birth through 36 Months

Child's name: _____   Date: _____

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
PH1.1 Demonstrates locomotor skills					
Birth-8 months Indicators: **Strand: Body Movement** • Lifts head and chest off firm surface such as floor when on tummy • Rolls over	1				
	2				
	3				
9-18 months Indicators: **Strand: Body Movement** • Shifts between lying down, sitting, and balancing on hands and knees **Strand: Traveling** • Moves from crawling to cruising to walking, showing increasing coordination for each skill **Strand: Climbing** • Crawls up stairs on hands or knees • Progresses to walking up and down stairs, holding an adult's hands, stepping with both feet on each step	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Traveling** • Changes speed or direction while moving (walking, running, using walker), though may have difficulty stopping with control • Walks and runs with balance but may move unevenly and has relatively wide space between feet (mastery at 48 months)	1				
Strand: Climbing • Walks up and down stairs or playground equipment by stepping with both feet on each step • Increases ability to move without support from adult or handrail **Strand: Complex Movement** • Experiments with different ways of moving	2				

o walks on tiptoes
    o walks backwards
    o marches
    o uses walker
    o pushes or pedals riding toy with feet
	3				

PH1.2 Shows stability and balance					
Birth-18 months Indicators: **Strand: Core Stability** • Sits independently with increasing stability and ability to change positions	1				

o gets into sitting position from lying down or crawling
    o reaches for a toy without falling
    o pulls to a standing position from sitting
	2				

	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

9-36 months Indicators:
 	
Strand: Core Stability
• Shows increased ability to maintain balance while in motion when moving from one position to another, changing directions, or stopping abruptly
  o carries a toy while walking
  o gets in and out of a chair
  o squats to pick up toys
	1				

	2				
	3				

19-36 months Indicators: (mastery at 60 months)
 	
Strand: Core Stability
• Coordinates increasingly complex movements while maintaining core stability
  o holds body upright while moving wheelchair forward
  o sits on and steers tricycle or other ride-on toy
• Balances for progressively longer periods of time with increasing stability and independence (on beam or sandbox edge)
	1				

Strand: Jumping, Hopping & Leaping
• Shows increasing competence in jumping
  o up and down
  o jumping off low steps
  o jumping over low objects
	2				

	3				
PH1.3 Demonstrates gross-motor manipulative skills					
Birth-18 months Indicators: **Strand: Throwing** • Reaches for and drops objects, grasps a rolled ball or other object with two hands, pushes or rolls objects, bats or swipes at toys	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Catching** • Catches medium- to large-size balls and similar objects by trapping ball against body with straight arms (mastery at 48 months)	1				
Strand: Throwing • Tosses or throws balls or other objects such as beanbag with increasing control of direction, aim, and speed (mastery at 48 months) **Strand: Striking** • Strikes a stationary ball or other object with hand or arm (strikes a ball off a table with hand)	2				
Strand: Kicking • Kicks with increased control and range of movement • Progresses from kicking a stationary ball from a standing position to stepping up or running up to it (mastery at 48 months)	3				

PH2. Fine Motor

PH2.1	Demonstrates fine-motor strength, control, and coordination

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
Birth-18 months Indicators: **Strand: Hand-Eye Coordination** • Uses hand-eye coordination to reach for, touch, and explore properties of objects	1				
Strand: Grasp and Manipulation • Adjusts grasp to match tasks o uses index finger and thumb (pincer grip) to pick up piece of cereal	2				
o uses whole hands to bang two blocks together	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

19-36 months Indicators:
 	
Strand: Hand-Eye Coordination
• Uses hand-eye coordination to complete tasks
  o turning pages and pointing to pictures in books
  o turning knobs and unscrewing lids
	1				

• May lack precision in some actions (spills water when pouring) **Strand: Grasp and Manipulation** • Develops precision in hand-eye coordination o Works on three-to-four piece puzzle pieces	2				
o Puts together large connecting blocks or linking toys o Strings large beads • Manipulates a variety of fasteners with increasing skill, such as buttons and zippers (mastery at 48 months)	3				
PH2.2 Adjusts grasp and coordinates movements to use tools					
Birth-8 months Indicators: **Strand: Utensils** • Typical development of these skills tends to emerge after 8 months.	1				
	2				
	3				
9-36 months Indicators: **Strand: Utensils** • Scoops food with spoon with increasing control	1				
Strand: Writing & Drawing Tools • Holds large writing and drawing tools to make spontaneous dots and scribbles, (crayons, sidewalk chalk) • Progresses from whole hand grip to approximate thumb-and-finger grip	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

19-36 months Indicators:
 	
Strand: Utensils (mastery at 60 months)
• Uses eating utensils with increasing competence
   o spears food with a fork
   o cuts food with a butter knife
	1				

Strand: Scissors • Snips paper with child safety scissors (mastery at 48 months) **Strand: Variety of Tools**	2				

• Adjusts grasp to use different tools for different purposes (mastery at 60 months)
   o digs with shovel in sandbox
   o uses turkey baster at water table
   o scoops flour during food experiences
	3				

PH3. Health and Well-Being					
PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices					

Birth-36 months Indicators:
 	
Strand: Communicating Needs
• Communicates to adults through actions and later with words or signs when hungry, thirsty or had enough to eat
   o turns away from breast or bottle
   o cries when hungry
   o says, "I'm hungry"
	1				

	2				
	3				
9-36 months Indicators: **Strand: Exploration of Food Experiences** • Tastes new foods and expresses preferences about foods (will take at least one bite of a new food, though may need to be offered several times) (mastery at 48 months)	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: (mastery at 60 months) **Strand: Exploration of Food Experiences** • Engages in basic cooking tasks during food experiences or in dramatic play scenarios	1				

o stirs ingredients in a bowl
   o sets plates out for snack
   o scoops, spreads, sprinkles or mashes
	2				

Strand: Food Knowledge • Names an increasing variety of foods	3				
PH3.2 Shows awareness of safe behavior					
Birth-18 months Indicators: **Strand: Awareness of Safe Behavior and Signals of Danger**: • Uses sensory information and cues from caregivers to assess safety of environment	1				

o startles at loud noise
   o looks to caregiver when approached by an unfamiliar adult
   o shows awareness of steep drop-offs when crawling or walking
	2				

	3				
9-36 months Indicators: **Strand: Awareness of Safe Behavior and Signals of Danger**: • Stops unsafe behavior when prompted and/or redirected by an adult	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: (mastery at 48 months) **Strand: Understanding of Safety Rules and Practices** • Follows basic safety rules, practices, and routines with adult guidance and support o holds on to rope with knots or loops when moving with a group from indoors to outdoors o keeps a safe distance from swings when reminded	1				
	2				
	3				
PH3.3 Engages in a variety of developmentally appropriate physical activities					
Birth-18 months Indicators: **Strand: Participation in Physical Activity** • Participates in simple physical play with an adult o flexes legs while lying down as adult gently pushes feet back and forth o plays patty cake	1				
	2				
	3				
9-36 months Indicators: **Strand: Participation in Physical Activity** • Shows interest and enjoyment in physical activity, movement games, and dances o pushes or peddles a tricycle o plays Ring- a- Ring of Roses o dances to music	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: (mastery at 60 months) **Strand: Participation in Physical Activity** • Sustains physical activity for increasing periods of time without tiring ○ games ○ dances ○ running ○ other movement activities such as playing with balls	1				
	2				
	3				
PH3.4 Takes appropriate actions to meet basic needs					
Birth-18 months Indicators: **Strand: Communicating Needs** • Uses gestures, body language, vocalizations and later words to indicate needs and wants ○ cries when tired ○ signs or points to food when wanting more ○ reaches for adult to be held or hugged **Strand: Personal Care Routines** • Anticipates and cooperates during daily care routines ○ opens mouth when food is offered ○ raises legs when diaper is changed	1				
	2				
	3				
9-36 months Indicators: **Strand: Personal Care Routines** • Participates in personal hygiene and self-care routines with adult assistance ○ holds hands under faucet and waits for adults to turn it on ○ holds toothbrush with adult while brushing ○ sits on toilet with help ○ pulls off own socks	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: (mastery at 60 months) **Strand: Communicating Needs** • Communicates to get needs met (says, "I need a drink") • May communicate later about specific health needs (says "My tummy hurts")	1				

Strand: Personal Care Routines
• Shows increasing responsibility for personal self-care routines with some support from adults
  o handwashing
  o toothbrushing
  o toileting
  o dressing and undressing
	2				

Strand: Health Habits
• Engages in health habits with decreasing need for adult support, guidance, and modeling
  o blows nose
  o throws away tissue
  o washes hands
	3				

Arkansas CDELS Developmental Rating Scale:
Birth through 36 Months

Child's name: _____   Date: _____

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**

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
LD1.1 Understands and responds to language (in child's home language)					

Birth-8 months Indicators:
Strand: Vocabulary & Language Comprehension
• Responds to noises and voices in the environment
  o startles or cries at unexpected sounds
  o smiles or coos when "parentese" ("baby talk") is used
  o shows excitement at familiar words such as "mommy," "bottle," or "bebé" (baby in Spanish)
Strand: Follows Directions
• Engages in reciprocal face-to-face interactions
• Responds to adults through gestures, vocalizations or looking in a specific direction
	1				

	2				
	3				
9-18 months Indicators: **Strand: Follows Directions** • Follows simple one- or two- word requests like "Wave bye-bye" with decreasing need for adult gestures	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
9-36 months Indicators: **Strand: Vocabulary & Language Comprehension** • Attends to familiar objects or people that have been named • Understands the meaning of an increasing number of simple words, especially objects encountered in everyday life (ball, cracker)	1				
	2				
	3				

19-36 months Indicators:
 	
Strand: Vocabulary & Language Comprehension
• Identifies people, animals, and objects when prompted (points to a cow in a book when adult asks "Where's the cow?")
Strand: Follows Directions
• Follows one- or two- step directions that involve familiar experiences or objects (mastery at 48 months)
  o "Pick up the ball and roll it to me"
  o "Dame la mano" ("Give me your hand" in Spanish for dual language learners)
	1				

	2				
	3				
LD2. Expressive Language					
LD2.1 **Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)**					
Birth-8 months Indicators: **Strand: Expressive Vocabulary** • Experiments with making sounds (babbling) • Often repeats consonant sounds (da da and ba ba) **Strand: Clarity of Communication** • Uses vocalizations and gestures to communicate needs, interests, and emotions (cooing)	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
9-18 months Indicators: **Strand: Expressive Vocabulary** • Begins to say a number of simple words ("nana," "go," "hi," and "leche" [milk in Spanish for dual language learners])	1				
Strand: Grammar & Sentence Structure • May combine two words to express a want or interest (says "go side" when wanting to go outside)	2				
Strand: Clarity of Communication • Uses a small number of real and made-up words that can be understood by familiar adults who speak the same language	3				
19-36 months Indicators: **Strand: Expressive Vocabulary** • Begins to use two- and three- syllable words • Names specific people, animals, and toys	1				

Strand: Grammar & Sentence Structure
• Begins to use correct grammar although sometimes incorrectly
  o "Mommy goed work"
  o "Her won't give me that car"
• Increasingly combines simple words into sentence-like structures ("Me milk please")
• When older, says sentences
  o "Let's go to Grammy's house!"
  o "Léeme un cuento" ("Read me a story" in Spanish for dual language learners)
	2				

Strand: Clarity of Communication • Speaks or signs clearly enough most of the time that unfamiliar adults who speak the same language can understand • Still mispronounces many words (says "buhsghetti" for spaghetti)	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
LD3. Communication Skills					
LD3.1 Communicates using social and conversational rules					
Birth-8 months Indicators: **Strand: Conversations** • Uses eye contact, facial expressions, gestures, and sounds to engage in turn-taking "conversations" with adults	1				
	2				
	3				

9-18 months Indicators:
 	
Strand: Conversations
• Initiates interaction or "conversation" with adults
  o points at objects
  o speaks or signs a word
  o shares a toy
  o calls attention to an object or person
• Shows joint attention by shifting gaze to where an adult is looking or gesturing (looks at an object an adult is pointing to and looking at)
• When older, initiates bids for joint attention
  o holds up a toy and looks at it
  o looks at adult for eye contact, then returns gaze to toy
	1				

	2				
	3				
19-36 months Indicators: **Strand: Conversations** • Engages in brief back-and-forth conversations, often repeating or imitating words, tone, and actions of adults **Strand: Social Rules of Language** • Begins to use polite forms of communication by saying "please," "thank you," and "excuse me" with modeling	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
LD4 English Language Development of Dual Language Learners					
LD4.1 Demonstrates progress in attending to, understanding, and responding to English					
Unlike other developmental progressions outlines 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.					
Early & Mid-Stage English Language Development Indicators: **Strand: English Language Development** • Responds to simple, commonly used words and phrases when accompanied by gestures and other supports	1				
	2				
	3				
Early-Stage English Language Development Indicators: **Strand: English Language Development** • Pays attention to and observes other children and adults as English is spoken • Attends to English in small- and large- group activities, such as circle time, storybook reading, etc. • 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)	1				
	2				
	3				
Mid & Late-Stage English Language Development Indicators: **Strand: English Language Development** • Responds to words, phrases, and directions in English when they are not accompanied by gestures or other visual aids	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
Mid-Stage English Language Development Indicators: **Strand: English Language Development** • Demonstrates an understanding of English words related to basic concepts	1				

o colors
   o some animal classifications
   o foods
	2				

• 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)	3				
Late-Stage English Language Development Indicators: **Strand: English Language Development** • 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	1				
• Demonstrates an understanding of words in English related to more advanced concepts (abstract emotions and ideas)	2				
• Follows directions that involve a one- or two- step sequence, relying less on contextual cues	3				
Early, Mid & Late-Stage English Language Development Indicators: **Strand: Home Language Development** • 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	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
LD4.2 Demonstrates progress in speaking and expressing self in English					
Early-Stage English Language Development Indicators: **Strand: English Language Development** • Relies on nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others • Repeats sounds and words in English	1				
	2				
	3				
Mid-Stage English Language Development Indicators: **Strand: English Language Development** • Combines nonverbal with some verbal communication to be understood by others • Sometimes switches back and forth between English and the child's home language (codeswitching) ("I want leche," milk in Spanish) • Uses two word phrases such as "want food" rather than full sentence (telegraphic speech)	1				
• Uses expressions that are learned whole, such as "I don't know" (formulaic speech) • Uses English vocabulary that mainly consists of concrete nouns and some verbs and pronouns ("Me catch ball." "My turn block." "He no want book.") Note: For Spanish speakers there is confusion between use of 'he/his' and 'she/her' due to generic verb use in Spanish. While ELL children certainly recognize gender differences, the linguistic transition from home language to English is not obvious to them until they have more English language experience.	2				
• Converses with others in English using two or three words at a time but switches back and forth between English and their home language • Uses some English grammatical markers ("-ing' or the plural-forming "-s"—"I runs fast."), and at times applies the rules of grammar of the home language to English (such as putting the adjective after the noun, "flower red.") • Uses "what" and "why" questions in English, sometimes with errors	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
English speakers learn to use he/his and she/her from birth; Spanish speakers do not. At times, teachers becoming puzzled when Spanish-speaking children use 'she' when referring to a boy and vice-versa; this is the same with possessive pronouns, e.g. 'his dress in cubby.' Spanish speakers will say 'the dress in the cubby is that of Teresa.' This is a longer statement, so when only the front part of the statement is stated by a child who is speaking limited English, to English speakers it sounds incorrect.					
Late-Stage English Language Development Indicators: **Strand: English Language Development** • Demonstrates increasing reliance on verbal communication in English to be understood by others while still making some mistakes • Uses new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	1				

• Begins to use more advanced elements of English sentence construction
  o conjunctions
  o adjectives
  o adverbs
  o other more advanced elements
	2				

• Expands use of different forms of grammar in English, sometimes with errors
  o plurals
  o possessive pronouns
  o simple past-tense verbs
• Uses "what," "why," "how," "when," and "where" questions in more complete forms in English, sometimes with mistakes
	3				

Early-Late Stage English Language Development Indicators: **Stand: Home Language Development** • Uses age-appropriate vocabulary and grammar in the home language	1				
• Listens to and converses in age appropriate way in home language	2				
• Asks a variety of age-appropriate questions in home language ("what," "why," "how," "when," and "where")	3				

Arkansas CDELS Developmental Rating Scale:
Birth through 36 Months

Child's name: _____   Date: _____

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Child's age when completed _____

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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**

EL1.1 Shows interest in literacy experiences					
Birth-18 months Indicators: **Strand: Engagement in Literacy Experiences** • Demonstrates listening by becoming quiet • Shows pleasure when listening to a familiar story, rhyme, or song • Selects a book and takes it to an adult to read	1				
	2				
	3				

19-36 months Indicators: (mastery at 60 months)
 	
Strand: Engagement in Literacy Experiences
• Participates in and actively seeks out a variety of literacy experiences
   ○ tells and listens to stories
   ○ sings and says rhymes
   ○ engages with writing materials such as crayons or markers on paper
   ○ incorporates books into play such as reading a book to a doll or stuffed animal
	1				

	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
EL1.2 Engages in read-alouds and conversations about books and stories					
Birth-8 months Indicators: **Strand: Engagement with Books and Stories** • Attends to caregiver's voice when being held and read to	1				
	2				
	3				
9-36 months Indicators: **Strand: Engagement with Books and Stories** • Actively participates in book reading experiences 　o points to pictures 　o turns pages 　o makes sounds or simple comments (says, "There's the mouse", pointing to picture in *Goodnight Moon*)	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Story Comprehension** (mastery at 48 months) • Shows comprehension makes comments ("Spiders build a web to catch flies") • Asks and answers questions (Asks, "What do cows eat?")	1				
• Responds to prompts during book reading experiences such as points to object or character on page when asked **Strand: Story Structure** (mastery at 60 months) • Pretends to read by looking at the pictures from a book o describes what is happening ("One pig built his house out of sticks")	2				
o uses some language from the book ("He huffed and he puffed") • Retells stories o 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)	3				
EL2. Phonological Awareness					
EL2.1 Notices and manipulates the sounds of language					
Birth-18 months Indicators: **Strand: Exploration of Sounds of Language** • Shows increasing awareness of and interest in the sounds of spoken language by focusing on the speaker	1				
• Experiments with the sounds of language (repeats sounds adult makes such as "Choo Choo-o-o-o")	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

9-36 months Indicators:
 	
Strand: Rhyme
• Joins in and repeats songs, fingerplays, and poems with rhyming phrases
   o Humpty Dumpty – Mother Goose Rhyme
   o Eensy, Weensy Spider - Song
• Joins in and repeats songs, fingerplays and poems with alliterative phrases (words with same initial sound)
   o Jack and Jill – Mother Goose Rhyme
	1				

	2				
	3				
19-36 months Indicators: (mastery at 48 months) • Fills in the missing rhyming word of a song, fingerplay, or story o Twinkle, twinkle little _____ (star)	1				
	2				
	3				
EL3. Knowledge and Use of Books, Print, and Letters					
EL3.1 Responds to features of books and print					

Birth-18 months Indicators:
 	
Strand: Book Knowledge
• Explores books with all senses
   o sight
   o touch
   o taste
	1				

	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

19-36 months Indicators:
 	
Strand: Book Knowledge
• Shows beginning book handling skills with adult support
  o holds books right-side-up
  o turns pages one at a time from front-to-back
	1				

	2				
	3				
EL3.2 Shows knowledge of the shapes, names, and sounds of letters					
Birth-18 months Indicators: **Strand: Alphabet Knowledge** • Typical development of these skills tends to emerge after 18 months.	1				
	2				
	3				

19-48 months Indicators: (mastery at 48 months)
 	
Strand: Alphabet Knowledge
• Shows interest in letters
  o sings the alphabet song
  o plays with alphabet blocks
  o looks at alphabet books
• Attends to and recognizes simple environmental print
  o stop sign
  o Walmart®
  o Lego®
	1				

	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
EL3.3 Demonstrates emergent writing skills					
Birth-8 months Indicators: **Strand: Pre-Writing Exploration** • Typical development of these skills tends to emerge after 8 months.	1				
	2				
	3				

9-36 months Indicators:
 	
Strand: Pre-Writing Exploration
• Explores writing tools
   o washable crayons
   o washable markers
   o pencils
   o chalk
• Makes scribble marks with increasing control
	1				

	2				
	3				
19-36 months Indicators: (mastery at 60 months) **Strand: Letter and Print Writing Concepts** • Shows increasing understanding that writing carries a message o Says, "Hayden" when points to letter H, and says "Mama" when points to letter M • Uses scribbles in imitation of writing by others	1				
	2				
	3				

Arkansas CDELS Developmental Rating Scale:
Birth through 36 Months

Child's name: _____ Date: _____

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
MT1.1 Demonstrates number sense and an understanding of quantity					
Birth-8 months Indicators: **Stand: Number Names & Count Sequence** • Attends to quantity (how many) while playing with objects by reaching or looking for more than one object	1				
	2				
	3				
9-18 months Indicators: **Stand: Comparison of Quantity** • Places objects in one-to-one correspondence (places a few large pegs in a pegboard for toddlers with supervision) • Later in this age period, uses the word more to describe quantity **Stand: Connection of Number, Numeral & Quantity** • Shows early one-to-one correspondence (places one plastic egg in each indentation in a muffin tin)	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

9-36 months Indicators:
 	
Stand: Number Names & Count Sequence
• Knows some number names
   o joins in counting songs
   o says or gestures "two" when asked age
• Later in this age range says or signs more number words in sequence with occasional errors
   o says "one, two, three, five"
	1				

	2				
	3				
19-36 months Indicators: **Stand: Comparison of Quantity** • Determines without counting which group of objects has more or less for groups of five or fewer objects o indicates which group of crackers has more when prompted **Stand: Connection of Number, Numeral & Quantity** • Begins to count objects using one number for each object up to five (one-to-one correspondence) (mastery at 60 months) • Recognizes without counting (subitizes) the number of objects in sets of one to three objects	1				
	2				
	3				
MT1.2 Explores combining and separating groups (numerical operations)					
Birth-8 months Indicators: **Strand: Changes in Quantity** • Typical development of these skills tend to emerge after 8 months. **Strand: Addition & Subtraction** • Typical development of these skills tend to emerge after 8 months.	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

9-36 months Indicators:
 	
Strand: Changes in Quantity
• Shows increasing understanding of changes in quantity by using and responding to phrases like
  ○ "more"
  ○ "all gone"
	1				

○ Later in this age range shows understanding of "one fewer" and "one more" (when prompted, child hands peer one more block) **Strand: Addition & Subtraction** • With increasing independence creates larger and smaller groups of objects ○ places and removes rings on a vertical peg	2				
○ adds and removes toy train cars on the train track • Later in this age range adds and subtracts with sets of objects smaller than three with adult support ("subtracts" from a group of three crayons by offering one to an adult, then pointing to the remaining crayons and communicating "Two")	3				
MT2. Algebraic Thinking					
MT2.1 Uses classification and patterning skills					
Birth-18 months Indicators: **Stand: Classification** • Explores the characteristics of objects through various means ○ banging	1				
○ mouthing ○ dropping • Shows different responses to familiar and unfamiliar people and situations	2				
Stand: Patterning • Enjoys and anticipates repetition in activities and daily routines ○ smiles in anticipation of adult revealing face during peek-a-boo makes vocalizations upon hearing a familiar song that is sung each time they are diapered	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
9-36 months Indicators: **Stand: Classification** • Forms groups of like objects based on broad categories (puts toy cars in one pile and toy animals in another) • Later in this age range, child can name the attribute such as size used in sorting	1				
Stand: Patterning • Repeats certain action sequences intuitively (fills up and dumps out container repeatedly) • Joins in or copies simple patterns (does stomp-clap-stomp-clap movements during a song with modeling and support)	2				
• Later in this age range, shows recognition of simple ABAB patterns (points to stripes on a shirt and says, "Black, white, black, white.")	3				
19-36 months Indicators: (mastery at 48 months) **Stand: Classification** • Sorts objects based on a single, simple characteristic	1				
○ color ○ shape ○ size	2				
	3				
MT3. Measurement and Comparison					
MT3.1 Participates in exploratory measurement activities and compares objects					
Birth-8 months Indicators: **Stand: Measurement** • Explores the size and shape of objects in various ways	1				
○ grasping ○ mouthing ○ banging ○ dropping	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

9-36 months Indicators:
 	
Stand: Measurement
• Investigates properties of objects and materials through exploration and play
  o tries to squeeze large object into smaller container
  o pours liquid from one container to another.
	1				

• Later in this age range labels some attributes of objects
  o volume ("It's full")
  o relative size ("Daddy is bigger than me")
  o recognizes length by communicating "I'm big"
 	
Stand: Comparison
• Uses descriptive words or signs of increasing complexity
  o "big"
	2				

o "little"
  o "hot"
  o "cold"
• Makes simple comparisons
  o indicates which ball is bigger
  o correctly compares groups of objects that are quite different in size
	3				

MT4. Geometry and Spatial Sense					
MT4.1 **Explores and describes shapes and spatial relationships**					
Birth-8 months Indicators: **Stand: Shape Knowledge** • Explores the size and shape of objects in various ways o grasping	1				

o mouthing
  o banging
  o dropping
	2				

	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

Birth-18 months Indicators:
 	
Stand: Spatial Sense
• Explores how objects move
   o tracks objects with eyes and head
   o pushes cars down a ramp
• Explores their own spatial sense
   o rolls over
   o bumps into things
   o tries to sit on chair that is too small
	1
	
	2
	
	3				

9-36 months Indicators:
 	
Stand: Shape Knowledge
• Matches and sorts familiar shapes
   o puts two yellow circles of the same size on the tray
• Later matches and sorts shapes of different sizes or orientations
   o puts small square and large square together
   o picks up triangle block to put in shape sorter even if block is rotated at a different orientation, such as ▲ and ▼
 	
Stand: Spatial Sense
• Responds to and uses basic spatial directions and simple prepositions, especially when accompanied by gestures (9-36m)
   o "reach up"
   o "slide down"
   o on
   o in
   o under
   o up
	1
	
	2
	
	3				

Arkansas CDELS Developmental Rating Scale:
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Domain of Development & Learning — Science and Technology

ST1. Scientific Practices

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
ST1.1 Engages in the scientific process to collect, analyze, and communicate information					
Birth-18 months Indicators: **Strand: Observations, Questions, & Predictions** • Explores and manipulates objects using multiple senses o touch o taste	1				
o sight o smell o sound **Strand: Investigation & Hypothesis Testing** • Recognizes ability to make things happen o hits or kicks an object and it moves o bangs block on floor repeatedly to hear the sound it makes	2				
• Intentionally repeats actions to observe the reaction o flips switches on and off o splashes hands in water to see toys move	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: (mastery at 48 months) **Strand: Observations, Questions, & Predictions** • Asks questions such as, "Where snow go?" • Makes observations (describes texture of fabrics as soft, scratchy, or bumpy when prompted)	1				
Strand: Investigation & Hypothesis Testing • Explores cause-and-effect relationships o blows bubbles with different size wands	2				
o pushes a ball gently then pushes a ball hard o pushes a toy then pulls the string to get it to roll	3				

ST2. Knowledge of Science Concepts

ST2.1 Demonstrates knowledge of core science ideas and concepts

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

Birth-18 months Indicators:
Strand: System Parts & Wholes
• Shows beginning awareness of parts of own body such as explores own hands and feet
• Begins to use parts of body to interact with the world
    o uses hands to pick up things
    o claps hands
    o repeatedly kicks ball to see it move
	1				

Stand: Structure & Function
• Explores characteristics of different animals, materials, and objects
    o feels different textures in touch-and-feel books
    o touches mouth of caregiver who is singing to see where sound is coming from
	2				

Strand: Stability and Change • Anticipates familiar routines and activities such as meal or snack time • Notices changes in the environment (later in this age range points to his high chair that has been moved)	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: (mastery at 48 months) **Strand: System Parts & Wholes** • Identifies parts of a whole (labels parts of a toy car such as door and wheel)	1				
Stand: Structure & Function • Describes basic features and functions of living things (talks about body parts and they are used) • Describes objects, and materials (describes objects by using words like round or soft)	2				
Strand: Stability and Change • Describes changes in the environment with adult support o talks about weather conditions such as rain, snow, and wind o notices clouds changing shape and moving across the sky	3				

ST3. Knowledge of Science Content

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
Birth-36months Indicators: **Strand: Living Things** • Responds to and explores characteristics of living things o observes with interest fish swimming in a bowl or aquarium o points and squeals when sees a dog o runs hand over bark of a tree o later in this age range, chases or follows a butterfly, ladybug, or bird	1				
Stand: Nature & The Environment • Shows interest in the natural world o closes eyes and tilts head up to feel breeze on face o touches flowers and plants o investigates natural materials such as water, dirt, and leaves	2				
Stand: Physical Objects & Materials • Actively explores and experiments with the physical properties of objects and materials o combines different substances such as water and dirt o stacks and knocks down towers o bounces balls o explores fabrics with different textures	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

9-36 months Indicators:
 	
Stand: Nature & The Environment
• Helps care for the environment
   o throws away a used paper towel
   o participates in some way in clean-up time
	1				

	2				
	3				
ST3.2 Uses tools and engineering practices to explore and solve problems					

Birth-8 months Indicators:
 	
Strand: Knowledge & Use of Tools
• Uses body parts as tools to obtain a result
   o reaches out and grasps a rattle
   o shakes a toy to make a noise
	1				

	2				
	3				

9-36 months Indicators:
 	
Strand: Knowledge & Use of Tools
• Uses own body to make something happen
   o pats a toy drum to hear the sound
   o kicks a ball
• Uses other people to make something happen (pulls an adult's hand and guides it to push a button on a toy)
• Uses objects to make something happen
   o uses a bubble wand to make bubbles
   o later in this age range uses an object to reach something under a chair
	1				

	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Knowledge & Use of Tools** (mastery at 60 months) • Explores simple machines such as ramps and wheels	1				
○ plays with ramps and vehicles in the block area ○ uses sand wheels in the sand table **Strand: Engineering Practices* & Thinking** (mastery at 48 months) • Explores stability and balance such as building a simple block structure	2				
• Explores force and motion by rolling a car down a ramp	3				
ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play					
Birth-8 months Indicators: **Strand: Technology Handling** • Typical development of these skills tend to emerge after 8 months	1				
	2				
	3				
9-36 months Indicators: **Strand: Technology Handling** • Explores and uses simple tools	1				

○ spoons
   ○ hairbrushes
   ○ crayons
• Later in this age range uses common devices such as sinks and toilets
	2				

	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments

19-36 months Indicators: (mastery at 60 months)
 	
Strand: Technology Handling
• Incorporates technology tools into their pretend play
   o pretends to call someone on a toy phone
   o pretends to take a picture using a toy camera
	1				

	2				
	3				

Arkansas CDELS Developmental Rating Scale:
Birth through 36 Months

Child's name: _____   Date: _____

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
SS1.1 Demonstrates positive connection to family and community					
Birth-18 months Indicators: **Strand: Learning Community** **Strand: Family & Cultural Identity**	1				
Strand: Awareness of Roles in Society Typical development of these skills tend to emerge after 18 months	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
19-36 months Indicators: **Strand: Learning Community** • Begins to identify as a member of a classroom or group such as, "This is my room"	1				
• Follows simple rules with adult support such as goes to the rug when the teacher says it's Story Time **Strand: Family & Cultural Identity (mastery at 48 months)** • Recognizes similarities and differences among individual people (children will sometimes touch the hair of someone whose hair is different from their own)	2				
Strand: Awareness of Roles in Society (mastery at 60 months) • Engages in increasingly complex pretend play acting out family roles (pretends to be a "daddy" sweeping the house or feeding the baby)	3				
SS2. History and Geography					
SS2.1 Shows awareness of sequence and change over time					
Birth – 36 months Indicators: **Strand: Awareness of Past & Future** • Shows anticipation for regularly scheduled daily activities	1				
o when bottle is seen, kicks feet and smiles in anticipation of being fed o later in this age range, moves to the table after handwashing without the caregiver's instruction	2				
	3				
19-36 months Indicators: **Strand: Time Concepts** • Begins to understands basic time concepts o "now/later" o "day/night"	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
SS2.2 Demonstrates simple geographic knowledge					
Birth-8 months Indicators: **Strand: Awareness of Location and Place** Typical development of these skills tends to emerge after 8 months.	1				
	2				
	3				

9-36 months Indicators:
 	
Strand: Awareness of Location and Place
• Knows where some favorite toys or foods are stored in familiar places
   o Home (crackers in the pantry)
   o Classroom (red truck in the block center)
	1				

	2				
	3				

19-36 months Indicators:
 	
Strand: Awareness of Location and Place (mastery at 60 months)
• Shows awareness of familiar buildings and landmarks
   o home
   o school
   o library
   o grocery store
   o restaurants
   o parks
   o lakes or rivers
• Understands words indicating relative distances
   o near
   o far
   o close
	1				

	2				
	3				

Arkansas CDELS Developmental Rating Scale:
Birth through 36 Months

Child's name: _____   Date: _____

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**
CA1.1 Explores through listening, singing, creating, and moving to music					
Birth-8 months Indicators: **Strand: Exploration of Music & Movement** • Responds to music by turning head • Reacts to music with body movements • Uses objects and tools to make sounds (shakes rattle)	1				
	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
9-36 months Indicators: **Strand: Exploration of Music & Movement** o Joins in singing and exploring simple instruments such as tambourine and shakers • Moves body in response to rhythms and music o sways to the sound of music o claps along with song, though may not be on the beat	1				
Strand: Music & Movement Concepts (mastery at 48 months) • Imitates and with adult support begins to demonstrate understanding of fast/slow and loud/soft as they relate to playing music and singing	2				
Strand: Musical Expression & Appreciation • Develops preferences for favorite songs and fingerplays o claps and smiles or communicates "Again! Again!" when a song is finished o sings songs during the day without prompt from adults	3				
CA2. Visual Arts					
CA2.1 Explores, manipulates, creates, and responds to a variety of art media					
Birth-8 months Indicators: **Strand: Exploration of Art** • Explores textures and other sensory experiences such as playing with texture blocks and balls	1				
• Shows interest in gazing at pictures, photographs, and bright and/or contrasting colors	2				
	3				

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
9-36 months Indicators: **Strand: Exploration of Art** • Participates in child-initiated visual art activities such as drawing with crayons	1				

• With adult support experiments with a variety of media and materials
  o crayons
  o markers
  o chalk
	2				

o paints
  o collage materials
  o play dough
	3				

19-36 months Indicators:
 	
Strand: Art Concepts (mastery at 48 months)
• Shows increasing range and intentionality in art creations
  o draws multiple simple shapes
  o uses a variety of tools to make different textures in play dough
	1				

o shows preferences (chooses markers over crayons consistently) o makes choices about colors	2				

Strand: Art Appreciation & Expression (mastery at 60 months)
• Shows adult drawing they have made with crayons or markers
• With adult support observes beauty in the environment
  o looks at flowers
  o points to birds flying in the air
	3				

Creativity and Aesthetics

Learning Goals	Obs.#	Not Yet	In Process	Consistently	Comments
CA3. Drama					
CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play					
Birth-8 months Indicators: **Strand: Exploration of Drama** • Engages in social play with adults (peek-a-boo)	1				
	2				
	3				

9-36 months Indicators:
 	
Strand: Exploration of Drama
• Tries out roles and relationships through imitation and pretend play using real objects
  o uses cup to pretend to drink
  o pretends to open door using toy key
  o puts on hat and says, "I'm going to work"
• Later in this age range uses objects to represent other things
  o pretends a block is a telephone
  o pretends a box is a car
	1				

	2				
	3				

Developmental Rating Scale: Birth through 36 Months