

“Information on children’s progress on the Domains, Domain Elements, and Indicators can be obtained from multiple sources, such as teacher observations, analysis of samples of children’s work and performance, parent reports or direct assessment of children”

Umatilla-Morrow Head Start program gathers information on children from multiple sources such as parent input at recruitment, on home visits, developmental and health screening, classroom observation, assessment, work sampling and portfolios, anecdotal record keeping and Comprehensive Parent/Staff Conferences. Listed beside each indicator are specific strategies for compiling information as teachers reflect on each child’s accomplishments and progress towards outcomes

Domain	Domain Element	Indicators	Teacher Strategies for Child Outcomes Data Sheet
LANGUAGE DEVELOPMENT	Listening and Understanding	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems. PL18-7,9; PL3-1; PL4-7; PL5-2	Refer to recruitment notes, parent concerns on health/developmental survey, ASQ screens Interview parents regarding child’s ability in this area Refer to developmental assessment (Portage) Observe child’s ability to understand what others say and to be understood by others
		Shows progress in understanding and following simple and multiple-step directions.	Refer to recruitment notes, parent concerns on health/developmental survey, ASQ screens Refer to developmental assessment (Portage) Observe child’s ability to understand what others say and to be understood by others
		Understands an increasingly complex and varied vocabulary (in primary language). PL18-2; PL4-1; PL5-4; PEA5-24,25,28; AC3-1	Refer to recruitment notes, parent concerns on health/developmental survey, ASQ screens Refer to developmental assessment (Portage) Observe child’s ability to understand what others say and to be understood by others
		For non-English-speaking children, progresses in listening to and understanding English. PL5-3 AC3-3	Refer to Parent/Staff Conference form regarding goals from parents in acquiring English Refer to recruitment notes, parent concerns on health/developmental survey, ASQ screens Complete the Language Dominance screen with the parents Observe child’s ability to understand English Take language samples as needed
	Speaking and Communicating	Develops increasing abilities to understand and uses language to communicate information, experiences, ideas, feelings, opinions, needs, question, and for other varied purposes (in primary language). PL18-1; PL3-4; PL4-3; PL5-3 PEA5-22	Refer to Parent/Staff Conference form regarding goals from parents in receptive and expressive language skills Refer to Developmental Assessment (Language) Observe the amount of Language Use and Use of Sentences Evaluate language samples and journal entries Observe child at play with peers and during more formal settings such as mealtimes, small group, and story time
		Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. PL3-2; PEA5-23	Refer to Parent/Staff Conference form regarding goals from parents in acquiring English Refer to recruitment notes, parent concerns on health/developmental survey, ASQ screens; DECA Take language samples as needed
		Uses an increasingly complex and varied spoken vocabulary (in primary language). PL 4-4; PEA5-28; AC3-2; AC3-4	Refer to Parent/Staff Conference form regarding goals from parents in expressive language skills Refer to Developmental Assessment (Language) Evaluate language samples and journal entries Note use of vocabulary during language activities: describing objects and events, dictating stories Observe children’s language as they investigate the outdoors and classroom environment Observe children’s language with peers
		Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. PL18-4; PL3-4	Refer to Parent/Staff Conference form regarding goals from parents in acquiring English Refer to recruitment notes, parent concerns on health/developmental survey, ASQ screens Refer to Developmental Assessment (Language) Observe children’s language with peers and adults Take language samples as needed

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	Speaking and Communicating (cont.)	For non-English-speaking children, progresses in speaking English. PL3-1,2,3,4; PL4-2; PL5-3	Refer to Parent/Staff Conference form regarding goals from parents in acquiring English Refer to Developmental Assessment (Language) Observe for amount of language use and use of Sentences Refer to language samples and journal entries Observe children communicating throughout the day
LITERACY	Phonological Awareness	Shows increasing ability to discriminate and identify sounds in spoken language.	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to spoken language Notice how child articulates sounds in rhymes, poems and songs Observe children's responses; take language samples as needed
		Shows growing awareness of beginning and ending sounds of words. PL3-7	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to spoken language Notice how child articulates sounds in rhymes, poems and songs Observe children's responses; take language samples as needed
		Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems. PI5-2; PSE5-19	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing literacy items: Enjoys and listens to stories, rhymes, and poems Recites rhymes, poems and songs or familiar lines from stories Explores sounds through exposure to a variety of rhymes, poems and songs When reading or reciting with children, pause before filling in the rhyming words in poems and nursery rhymes Observe children's responses
		Shows growing ability to hear and discriminate separate syllables in words.	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to spoken language Notice how child articulates sounds in rhymes, poems and songs and fingerplays involving the distinction of syllables Observe children's responses; take language samples as needed
		Associates sounds with written words, such as awareness that different words begin with the same sound. PL3-7; PL5-6	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to spoken language Notice how child responds to the written word Observe children's responses Observe if children explore sounds through exposure to a variety of rhymes, poems and songs Observe if children to line up as they hear the sound their name begins with Observe to see if children whose names begin like llll~lion or bbbb~ball line up as you dismiss them in that manner Observe children working with ABC puzzles and ask them what else starts with the sound (rrrr~rope or ffff~flower)
	Book Knowledge and Appreciation	Holds book conventionally and turns pages appropriately.	Refer to Developmental Assessment (Cognitive and Motor) Observe how children hold books conventionally and turns pages appropriately
		Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry. PL18-8	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to pre-reading skills Notice how child responds to stories, poems and pictures depicting a story Observe children's responses Collect samples of children's work
	Book Knowledge and	Shows growing interest in reading-related activities, such as asking to have a	Refer to Developmental Assessment (Language and Cognitive)

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	Appreciation (cont.)	favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children. PL18-9; PL3-5; PL5-9	Use information gained when assessing items related to pre-reading skills Notice how the child responds to stories, poems and pictures depicting a story Observe children's responses Collect samples of children's work
		Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story. PL3-5; PL5-8	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to pre-reading skills Notice how child respond to open-ended questions about what will or has happened or depicting a story Observe children's responses Collect samples of children's work
		Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator. PLE5-11	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to pre-reading skills Notice how child respond to books individually and in a group Observe children's responses Observe children's responses to open-ended questions Collect samples of children's work
	Print Awareness and Concepts	Shows increasing awareness of print in classroom, home and community settings. PL3-6	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to print identification Notice how child respond to print in the environment Observe children's attempt to read print in the classroom and at home Collect samples of children's work
		Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to print identification Notice how child respond to print in the environment Observe children's attempt to read print in the classroom and at home Collect samples of children's work
		Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message. PL5-7	Refer to Developmental Assessment (Language and Cognitive) Use information gained when assessing items related to left to right progression Notice how child respond to print in the environment Observe children's attempt to read print in the classroom and at home Collect samples of children's work
		Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	Notice how the child responds to stories read aloud Observe children's attempt to read print in the classroom and at home Take pictures of children engaged in reading-related activities
		Recognizes a word as a unit of print or awareness that letters are grouped to form words, and that words are separated by spaces. PL4-9	Check portfolio for writing samples that might include letter groupings and spaces between groups of words Observe children during center time and note use of letter groupings as children write on the chalkboard, paint at the easel, work with magnetic letters, or spontaneous use of letters at writing centers (collect name writing samples)
	Early Writing	Develops understanding that writing is a away of communicating for a variety of purposes. PM5-5,35	Notice how the child uses writing and responds to writing activities Observe children's attempt to write in the classroom and at home Take pictures of children engaged in writing activities Collect samples of the child's work
	Early Writing (cont.)	Begins to represent stories and experiences through pictures, dictation and in play. PSE5-18	Notice how the child uses play, drama and general activities related to stories and story writing (especially during dramatic play and planned dictation activities) Take pictures of children engaged in dramatic play, etc.

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		Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers. PM5-35; PS5-37	Collect samples of the child's work Notice how the child uses writing materials Observe children's attempt to write in the classroom and at home Take pictures of children engaged in writing activities Collect samples of the child's work
		Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name. PM 4-34; PM5-35	Notice how the child uses writing materials Observe children's attempt to write in the classroom and at home Take pictures of children engaged in writing activities Collect samples of the child's work – Child's Journal entries
	Alphabet Knowledge	Shows progress in associating the names of letters with their shapes and sounds. PL3-7; PL5-5	Observe children's attempt to write in the classroom and at home Take pictures of children engaged in writing activities Collect samples of the child's work
		Increases in ability to notice the beginning letters in familiar words. PL5-5	Refer to Developmental Assessment (Language and Cognitive) Observe what children notice about letters that begin with familiar words Document their observations in debriefing notes
		Identifies at least 10 letters of the alphabet, especially those in their own name. PL4-8	Refer to Developmental Assessment (Cognitive & ASQ Screen) Observe children throughout the day for recognition of letters Utilize informal checks to track letter recognition
		Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	Refer to Developmental Assessment (Cognitive and Motor) Observe children to determine if they understand concept of letters (not an assessment of accuracy) Observe children pointing to letters or spell words using verbalizations
	MATHEMATICS	Number and Operations	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity. PM18-32; PEA3-24
Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. PM18-32; PEA3-25; PEA4-23; PEA5-25			Refer to Developmental Assessment (Cognitive) Observe counting activities throughout the day Review documentation on the Individual Child Tracking Sheet
Develops increasing ability to count in sequence to 10 and beyond. PEA3-25			Refer to Developmental Assessment (Cognitive & ASQ Screen) Observe counting activities throughout the day Review documentation on the Individual Child Tracking Sheet
Begins to make use of one-to-one correspondence in counting objects and matching groups of objects. PEA3-25,26; PSE5-16			Refer to Developmental Assessment (Cognitive & ASQ Screen) Observe children pick up/touch items as they count Observe children matching sets of buttons or setting the table
Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to. PM18-31			Refer to Developmental Assessment (Cognitive & ASQ Screen) Observe quantifying activities throughout the day Review documentation on the Individual Child Tracking Sheet
Develops increased abilities to combine, separate and name "how many" concrete objects. PEA5-26			Refer to Developmental Assessment (Cognitive) Observe qualifying activities throughout the day Review documentation on the Individual Child Tracking Sheet
Geometry and Spatial Sense		Begins to recognize, describe, compare and name common shapes, their parts and attributes. PEA3-19	Refer to Developmental Assessment (Cognitive & ASQ Screen) Observe activities involving shape identification throughout the day Review documentation on the Individual Child Tracking Sheet
Geometry and Spatial	Progresses in ability to put together and take apart shapes.	Refer to Developmental Assessment (Cognitive)	

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	Sense (cont.)	PEA3-19; PEA5-21	Observe activities involving shape identification throughout the day Review documentation on the Individual Child Tracking Sheet
		Begins to be able to determine whether or not two shapes are the same size and shape. PEA3-21; PEA4-24; PEA5-20,21,22	Refer to Developmental Assessment (Cognitive & ASQ Screen) Observe activities involving shape identification throughout the day Review documentation on the Individual Child Tracking Sheet
		Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size. PEA3-19; PSE5-16	Refer to Developmental Assessment (Cognitive) Observe activities demonstrating the ability to group by different attributes throughout the day Review documentation on the Individual Child Tracking Sheet
		Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind. PL5-7	Refer to Developmental Assessment (Cognitive) Observe activities demonstrating the ability to identify position throughout the day Take pictures of the child engaged in such activities Record children's comments regarding position Review documentation on the Individual Child Tracking Sheet
	Patterns and Measurement	Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials. PEA4-20	Refer to Developmental Assessment (Cognitive) Observe activities around pattern pattering Take pictures of the child engaged in such activities Record children's comments regarding patterns Review documentation on the Individual Child Tracking Sheet
		Shows increased abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size. PEA3-19,26; PEA5-26	Refer to Developmental Assessment (Cognitive) Observe activities around the ability to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size Take pictures of the child engaged in such activities Review documentation on the Individual Child Tracking Sheet
		Begins to make comparisons between several objects bases on a single attribute. PEA5-27	Refer to Developmental Assessment (Cognitive) Observe around identification of attributes
		Shows progress in using standard and non-standard measures for length and area of objects.	Refer to Developmental Assessment (Cognitive) Observe activities around the identification of measurement and general exploration of materials and their attributes Take pictures of the child engaged in such activities Review documentation on the Individual Child Tracking Sheet
SCIENCE	Scientific Skills & Methods	Begins to use senses and variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.	Refer to Developmental Assessment (Cognitive) Observe activities around the identification of measurement and general exploration of materials and their relationship to each other Record child's comments Take pictures of the child engaged in such activities Review documentation on the Individual Child Tracking Sheet
		Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials. PEA5-27	Refer to Developmental Assessment (Cognitive) Observe activities around materials, objects and their properties and relationships to each other Record child's comments Take pictures of the child engaged in such activities Review documentation on the Individual Child Tracking Sheet

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	Scientific Skills & Methods (cont.)	Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations. PEA4-25	Refer to Developmental Assessment (Cognitive) Observe the child's ability to hypothesize and predict and test individual theories Record child's comments and ideas Take pictures of the child engaged in such activities Review documentation on the Individual Child Tracking Sheet
		Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.	Refer to Developmental Assessment (Cognitive) Observe the child's ability to use drawings, maps and charts to express ideas Record child's work, comments, observations and ideas Take pictures of the child engaged in such activities Review documentation on the Individual Child Tracking Sheet
		Begins to describe and discuss predictions, explanations and generalizations based on past experiences. PEA5-28	Refer to Developmental Assessment (Cognitive) Record child's work, comments and ideas
		Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes. PEA3-27; PEA5-27,28	Refer to Developmental Assessment (Cognitive) Record child's work, comments, observations and ideas
		Expands knowledge of and respect for their body and the environment. P4-34; P5-27,28	Refer to Developmental Assessment (Cognitive) Record child's work, comments, observations and ideas
		Develops growing awareness of ideas and language related to attributes of time and temperature. PS5-36	Refer to Developmental Assessment (Cognitive) Record child's work, comments, observations and ideas Observe and record the child's response to information and directions related to time
		Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	Refer to Developmental Assessment Take pictures of children engaged in activities Record child's comments, observations and ideas
CRATIVE ARTS	Music	Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. P3-18; P5-19	Notice how the child uses songs, instruments play, drama, performances and music related activities Take pictures of children engaged in music-related activities Record the child singing or doing finger plays Video tape dancing and other performance by the child
		Experiments with a variety of musical instruments. P3-18; P5-19	Notice how the child uses instruments and music related activities Take pictures of children engaged in music-related activities Record the child singing and playing musical instruments Video tape musical performance by the child
	Art	Gains ability in using different art me ASQ and materials in a variety of ways for creative expression and representation. P317; P3-40	Notice and record how the child uses a variety of materials to express themselves (record on 2 nd Tracking Sheet) Collect work samples at school and at home
		Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. P5-17, 18, 35	Notice how the child uses a variety of materials to express themselves Collect work samples at school and at home
		Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects. P3-17; P5-14	Refer to Developmental Assessment Notice how the child uses a variety of materials to express themselves Collect work samples at school and at home
	Begins to understand and share opinions about artistic products and	Notice how the child uses a variety of materials to express themselves	

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		experiences. P5-1	Collect work samples at school and at home
	Movement	Expresses through movement and dancing what is felt and heard in various musical tempos and styles. P3-18; P5-1	Notice how the child uses songs, instruments play, drama, performances and music related activities Take pictures of children engaged in music-related activities Video tape dancing and other performance by the child
		Shows growth in moving in time to different patterns of beat and rhythm in music. P3-18; P5-31	Notice how the child uses songs, instruments play, drama, performances and music related activities Take pictures of children engaged in music-related activities Video tape dancing and other performance by the child
	Dramatic Play	Participates in a variety of dramatic play activities that become more extended and complex. P3-15,16; P5-19	Notice how the child uses songs, instruments play, drama, performances and music related activities Take pictures of children engaged in music-related activities Video tape dancing and other performance by the child
		Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. P3-15,16; P5-17	Notice how the child uses songs, instruments play, drama, performances and music related activities Take pictures of children engaged in music-related activities Video tape dancing and other performance by the child
SOCIAL & EMOTIONAL DEVELOPMENT	Self-Concept	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences. D-2,16,19,36; P3-9; A36PS3; A42PS1	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Develops growing capacity for independence in a range of activities, routines, and tasks. D-2,19,36; P18-17; P3-35,36,37; AS36-8; AS42-20	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments. D-3,12,16; P18-12; P3-9; P5-13	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
	Self-Control	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property. D-4,5,13; P4-15; AS36-3,17; AS48-4	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions. D-30; P18-11,12	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully. D-33; P18-15; P3-8,17; P5-11; AS36-18,23	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
	Cooperation	Increasing abilities to sustain interactions with peers by helping, sharing and discussion. D-25; P3-12;	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers. D-4; P4-10,17	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive. D-30; P18-19; P3-12; P5-16; A36PS6	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
	Social Relationships	Demonstrates increasing comfort in talking with and accepting guidance and	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA

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	Social Relationships (cont.)	directions from a range of familiar adults. D-10,19,31; P18-13,18; AS36-3; AS48-3; AS60-4	Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Shows progress in developing friendships with peers. D-7,20; P18-20,21; P3-15; P4-14; AS36-26,27,28; AS48-27,28,29; AS60-27,28,29	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others. D-4,5; P3-11; P5-10,12; AS36-25; AS48-18, 28	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
	Knowledge of Families and Communities	Develops ability to identify personal characteristics including gender, and family composition. A36PS-5; A42PS3; AS36-30	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures. A42PB-6; AS60-24	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Develops growing awareness of jobs and what is required to perform them. P5-14; A42PB-6	Refer to parent input and comments from the Comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
		Begins to express and understand concepts and language of geography in the context of their classroom, home and community. AS48-21	Refer to parent input and comments from Recruitment notes, the comprehensive Parent/Staff Conference, and DECA Refer to staff observations in the DECA and Portage (Social and Self) Observe child behaviors and record comments made by the child
APPROACHES TO LEARNING	Initiative and Curiosity	Chooses to participate in an increasing variety of tasks and activities. P3-17; P5-16,17,18,19	Interview parents about their child's ability to choose and their choice preferences Observe planned activities involving choices Observe individual children as they are given choices as to their ability and preferences
		Develops increased ability to make independent choices. P3-9	Interview parents about their child's ability to choose and their choice preferences Observe planned activities involving choices Observe individual children as they are given choices as to their ability and preferences
		Approaches tasks and activities with increased flexibility, imagination and inventiveness. P18-24; P3-17; P5-23;	Observe the child's ability to extend and manipulate activities using increased creative problem-solving Take pictures of the child engaged in exploration Record child's observations
		Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks. P3-27; P5-27,28	Observe the child's ability to extend and manipulate activities using increased creative problem-solving Take pictures of the child engaged in exploration Record conversations and interactions as necessary Record child's observations
	Engagement and Persistence	Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences. P18-30; P4-13; A36PS-2	Observe the child's ability to complete and persist in tasks Take pictures of the child engaged in activities Record child's observations
		Demonstrates increasing ability to set goals and develop and follow through on plans. P4-17; P5-14	Observe the child's ability to plan and carry out tasks and activities Take pictures of the child engaged in planning and preparation Record conversations and interactions as necessary Record child's observations

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		Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. P4-13	Observe the child's ability to focus and concentrate on tasks and activities Take pictures of the child engaged in tasks and activities Record conversations and interactions as necessary Record child's observations
	Reasoning and Problem-Solving	Develops increasing ability to find more than one solution to a question, task or problem. P4:21; P5-27,28	Observe the child's ability to problem-solve and vary solutions Take pictures of the child engaged in questioning and finding solutions Record conversations and interactions as necessary Record child's observations
	Reasoning and Problem-Solving (cont.)	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults. P3-20,22; P4-22; P5-27,28	Observe the child's ability to problem-solve and vary solutions Take pictures of the child engaged in questioning and finding solutions Record conversations and interactions as necessary Record child's observations
		Develops increasing abilities to classify, compare and contrast objects, events and experiences. P18-27; P3-19,20; P5-27,28	Observe the child's ability to compare and contrast Record conversations and interactions as necessary Record child's observations
PHYSICAL HEALTH AND DEVELOPMENT	Fine Motor Skills	Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer. P18-39; P3-33; P4-30	Refer to Developmental Assessment (Cognitive, Self, Motor) Refer to Nutrition/Growth Assessment Observe the child in activities designed for dexterity and control Take pictures or videos of the child engaged in such activities
		Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors. P3-20,33; P5-18	Refer to Developmental Assessment (Cognitive, Self, Motor) Refer to Nutrition/Growth Assessment Interview parents as to their child's ability in this area Observe the child in activities designed for motor development Take pictures or videos of the child engaged in such activities
		Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology. P18-40; P3-33	Refer to Developmental Assessment (Cognitive, Self, Motor) Refer to Nutrition/Growth Assessment Interview parents as to their child's ability in this area Observe the child in activities designed for motor development Take pictures or videos of the child engaged in such activities
	Gross Motor Skills	Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping. P18-33; P3-28,29,30; P4-26,28; P5-29,30,31	Refer to Developmental Assessment (Cognitive, Self, Motor & ASQ Screen) Refer to Nutrition/Growth Assessment Interview parents as to their child's ability in this area Observe the child in activities designed for motor development Take pictures or videos of the child engaged in such activities
		Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing. P18-34,35,36,37; P3-32, P4-26,29; P5-29,30,31	Refer to Developmental Assessment (Cognitive, Self, Motor & ASQ Screen) Refer to Nutrition/Growth Assessment Interview parents as to their child's ability in this area Observe the child in activities designed for motor development Take pictures or videos of the child engaged in such activities
	Health Status and Practices	Progresses in Physical Growth, strength, stamina, and flexibility.	Refer to Developmental Assessment (Cognitive, Self, Motor) Refer to Nutrition/Growth Assessment Interview parents as to their child's ability in this area Observe the child in activities designed for motor development

Domain	Domain Element	Indicators	Teacher Strategies for Child Outcomes Data Sheet
	Health Status and Practices (cont.)		Take pictures or videos of the child engaged in such activities
Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness. P3-28, 29, 30, 31, 32; P5-29, 30, 31		Refer to Developmental Assessment (Cognitive, Self, Motor) Refer to Nutrition/Growth Assessment Interview parents as to their child's ability in this area Observe the child in activities designed for motor development Take pictures or videos of the child engaged in such activities	
Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting. P18-41, 42, 43, 44, 45; P3-41; P4-32; P514, 33		Refer to Developmental Assessment (Cognitive, Self, Motor) Refer to Nutrition/Growth Assessment Interview parents as to their child's ability in this area Observe the child in daily self care routines Observe meal time Take pictures or videos of the child engaged in such activities	
Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities. P4-31; P5-11; AS3-23		Refer to Developmental Assessment (Cognitive, Self, Motor) Refer to Nutrition/Growth Assessment Interview parents as to their child's ability in this area Observe the child in daily safety and health related tasks Take pictures or videos of the child engaged in such activities	

***If a child is assessed in a primary language other than English, please indicate that language next to the child's name.**