

TK Report Card DRDP Definitions

Explanation of the Developmental Levels

Exploring (Earlier, Middle, Later)

Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.

Building (Earlier, Middle, Later)

Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.

Integrating (Earlier)

Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.

| Approaches to Learning - Self-Regulation | |
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| Curiosity & Initiative in Learning: | Child explores the environment in increasingly focused ways to learn about people, things, materials, and events |
| Self-Control of Feelings & Behavior | Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time |
| Engagement & Persistence | Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult |
| Shared Use of Space & Materials | Child develops the capacity to share the use of space and materials with others |
| Social and Emotional Development | |
| Identity of Self in Relation to Others | Child shows increasing awareness of self as distinct from and also related to others |
| Social & Emotional Understanding | Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics |
| Relationships & Social Interactions: Familiar Adults | Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults |
| Relationships & Social Interactions: Peers | Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers |
| Language and Literacy Development | |
| Understanding of Language (Receptive) | Child understands increasingly complex communication and language |
| Communication & Use of Language (Expressive) | Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences |
| Reciprocal Communication and Conversation | Child engages in back-and-forth communication that develops into |

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| | increasingly extended conversations |
| Comprehension of Age-Appropriate Text | Child develops capacity to understand details and ideas from age-appropriate text presented by adults |
| Phonological Awareness | Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language |
| Letter & Word Knowledge | Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words |
| Emergent Writing | Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning |
| English Language Development (ELs Only) | |
| Comprehension of English (Receptive) | Child shows increasing progress toward fluency in understanding English |
| Self-Expression in English (Expressive) | Child shows increasing progress toward fluency in speaking English |
| Understanding & Response to English Literacy Activities | Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English |
| Symbol, Letter, and Print Knowledge in English | Child shows an increasing understanding that print in English carries meaning |
| Cognition, Including Math and Science | |
| Classification | Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes |
| Number Sense of Quantity | Child shows developing understanding of number and quantity |
| Number Sense of Math Operations | Child shows increasing ability to add and subtract small quantities of objects |
| Measurement | Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties |
| Patterning | Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity |
| Shapes | Child shows an increasing knowledge of shapes and their characteristics |
| Physical Development | |
| Perceptual-Motor & Movement Concepts | Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness |
| Gross Locomotor Movement Skills | Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping) |
| Gross Locomotor & Manipulative Skills | Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching) |
| Fine Motor Manipulative Skills | Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks |