

<b>Principles of Developmentally Appropriate Practice</b>				
<b>Auditory Descriptors</b>				
<b>Keywords</b>	<b>2 – 3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Listens	Begins to listen.	Begins to listen without interrupting.	Listens without interrupting while maintaining eye contact in small group for a limited time.	Listens without interrupting while maintaining eye contact within larger group for lengthening time.
Repeats	Repeats two items in order.	Repeats three items in order.	Repeats a short patterned series of sounds, words, or numbers.	Repeats a patterned series of sounds, words, or numbers.
Directions	Follows simple one step directions.	Follows simple one or two step directions.	Follows simple two or three step directions.	Sequentially follows simple three step directions.
Rhymes	Recalls familiar rhymes.	Recalls familiar rhymes and poems. Attempts to finish a predictable rhyme.	Recalls familiar rhymes, poems, alternating phrases. Begins to finish an incomplete sentence with an appropriate word.	Matches and recalls rhyming words. Finishes an incomplete sentence with an appropriate word.
Sounds	Identifies and recognizes familiar sounds.	Begins to identify and recognize the difference in volume, tone, quality, and type of sounds.	Continues to identify and recognize difference in volume, tone, quality, and type of sounds.	Matches and identifies like and different letter sounds. Identifies beginning sounds and ending sounds (placement). Begins to identify middle sound placement.
<b>Art Descriptors</b>				
<b>Keywords</b>	<b>2 – 3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Drawing ability	Attempts to draw a simple face.	Draws a face with facial parts and stick arms/legs.	Draws a stick figure with more defined body parts.	Draws a human figure that has major body parts with detail.
Creative drawing	Attempts to draw creative pictures which are unidentifiable. EX: will draw lines and say it's a tree.	Attempts to draw pictures which are semi identifiable objects. EX: will draw lines and say it's a house.	Attempts to draw a given picture with a visual aide. EX: given a picture, will attempt to copy it and have it be identifiable.	Draws various objects which are identifiable. EX: can draw something and have it identified.

Selection of colors	Tends to use one color.	Uses one to two colors. Is fascinated with mixing colors.	Uses a variety of colors not necessarily appropriate with picture EX: purple face.	Uses a variety of appropriate colors.
Ability to stay within lines	Scribbles in and outside of picture.	Scribbles inside of picture (nowhere near the lines).	Attempts to color in a picture with various colors and heaviness.	Colors in picture using direction, outlining and controlled heaviness.
Painting ability	Paints with a large brush. Uses one color of paint excessively on a concentrated area.	Begins to paint with a brush on an easel. Mixes colors of paint together in a concentrated area.	Paints with a brush a picture that is semi identifiable. Begins to paint using an appropriate amount of paint, using the whole page.	Paints with a brush a picture that is semi-identifiable
Art mediums	Experiments with various art mediums with supervision.	Attempts to paint with various methods and materials: finger hand sand feet yarn etc.	Begins to create a picture using the various painting methods and materials.	Creates a picture using various painting methods and materials.
Molding with clay	Experiments with clay.	Begins to mold clay into shapes.	Starts to make objects using clay.	Creates figures and objects with clay.

**Dramatics Descriptors**

<b>Keywords</b>	<b>2 – 3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Imitation	Begins to imitate actions of adults and play of other children when engaging in dramatic play.	Imitates actions of adults and play of other children when engaging in dramatic play.	Uses impersonation in dramatic play, accompanied by excessive dialogue to clarify ideas.	Uses impersonation in dramatic play accompanied by dialogue to clarify ideas. Imagines and creates elaborate scenarios.
Symbolism	Uses simple symbolism when engaging in dramatic play EX: block is cup.	Uses simple symbolism when engaging in dramatic play. Likes to dress up in adult clothing and role play. Finds own theme or activity for dramatic play.	Uses symbolism when engaging in dramatic play. Likes to dress up in adult clothing and role play. Finds own theme or activity for dramatic play. Theme may continue for an extended period.	Continues use of symbolism, dress up, and role play. Creates pretend plays with plot and defined character roles. Is self conscious and creates character plays under adult supervision.

Use of props	Gives toys human characteristics when engaging in dramatic play.	Gives toys, animals, dolls, etc. human characteristics when engaging in dramatic play.	May continue to give soft textured toys human characteristics. Begins to use toys, animals, and dolls with their appropriate characteristics. Tends to be “rough” with toys.	Uses toys, animals, and dolls with their appropriate characteristics. Uses props and toys appropriately. May improvise with toys and props.
Acting	Acts out characters with adult help.	Acts out simple stories finger plays or nursery rhymes with adult help.	Acts out more complex stories finger plays and nursery rhymes.	Begins to perform before an audience.
Fantasy vs. Reality	Does not distinguish fantasy from reality.	Begins to distinguish fantasy from reality with difficulty.	Continues to distinguish fantasy from reality, with some difficulty.	Is capable of distinguishing fantasy from reality. Is more interested in “here and now” themes than fairy tales or frightening fantasy.
Puppetry	Picks up and experiments with puppets.	Begins to participate verbally or non-verbally in puppetry play.	Participates verbally or nonverbally in imaginative or puppetry play. Begin to use puppetry to tell and retell stories under close adult supervision.	Can use puppetry to tell and retell stories effectively under limited adult supervision.

**Fine Motor Descriptors**

<b>Keywords</b>	<b>2 – 3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Building blocks	Begins to build and balance with a few blocks.	Builds and balances with blocks.	Builds structures with blocks.	Builds more complex structures with blocks.
Finger / Thumb Control Manipulates Objects	Begins to turn pages of a hard page book. Manipulates small objects with hands. Places large pegs in a pegboard.	Turns pages one at a time of a hard paged book. Snaps, buttons, zips, and laces (not shoes). Places large pegs in pegboard. Drives nails and pegs already set in place. Manipulates small objects with hands.	Turns pages of any book. Snaps, buttons, zips, and starts lacing shoes. Ties knots. Drives pegs and nails set into holes.	Turns pages of any book properly. Places pegs in pattern in pegboard.

Crayon and pencil grip	Holds crayon with fist using jumbo crayon.	Holds crayons with fingers using jumbo sized crayon. Begins to develop handedness.	Holds regular crayon with thumb and finger. Begins to hold primary size pencil correctly. Begins to develop handedness with more consistency.	Holds pencil correctly. Child's handedness is well established.
Pouring	Pours liquid and sand using large containers.	Pours liquid and sand using various sized containers with spillage.	Pours liquid and sand using various sized containers with less spillage.	Pours liquid and sand to indicated markings.
Writing	Makes small marks. Begins to scribble and look at paper while scribbling.	Makes series of marks scribbles and looks at paper while scribbling. May attempt to write letters, name.	Prints letters on unlined paper. Begins to refine letter/number writing skills and can write on lines provided the spaces are large enough.	Prints on lined paper. Copies letter and numerals.
Pencil Control	Imitates circular vertical and horizontal strokes.	Copies a circle and a cross. Imitates circular, vertical, and horizontal strokes.	Traces and copies four basic shapes.	Traces copies and draws four basic shapes. Finishes incomplete designs.
Cutting	Snips with scissors. Holds scissors and cuts simple objects with guidance. Snips with scissors.		Begins to hold scissors appropriately and cuts large objects. Begins to cut on line continuously.	Uses scissors properly and with control. Cuts out simple shapes. Cuts on a line continuously.
Gluing	Attempts to glue with glue stick.	Glues with a glue stick.	Attempts to use liquid glue with some control.	Glues with liquid glue with more control.

**Gross Motor**

<b>Keywords</b>	<b>2 – 3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Walking on tiptoes	Experiments on tiptoes with or without shoes.	Walks on tiptoes without shoes.	Begins to walk on tiptoes with shoes.	Walks on tiptoes.
Balance	Stands with feet together without assistance. Stands on one foot with assistance.	Stands on one foot with assistance.	Balances on one foot (usually dominant foot) for a few seconds.	Balances on either foot for at least 5 seconds with eyes opened or closed.

	Balances by lifting hand and knee off floor or beam and alternating sides of body.	Stands on balance beam and walks forward on beam with assistance.	Begins to walk forward and sideways on balance beam.	Walks forward, backward, and sideways on balance beam.
	Begins to adjust balance while walking and carrying objects	Maintains balance while walking and carrying objects	Begins to kick a ball without losing balance.	Kicks a ball without losing balance.
Walking	Imitates walking forward, backward, and sideways.	Begins to walk forward and sideways on tape and/or footprints.	Walks forward backward sideways on tape and/or footprints.	Walks forward, backward, and sideways with agility and control.
Left and right directionality	Has no awareness of right and left side.	Becomes aware that there is a right side and a left side.	Correctly identifies the right and left side some of the time. Begins to follow left to right directionally.	Correctly identifies right and left side most of the time. Can imitate teachers' example. Uses left to right directionally.
Running	Attempts to run.	Runs.	Run smoothly.	Runs with control..
Skipping	Not yet demonstrating.	Attempts to imitate skipping with gallop-like movement.	Gallops. Begins to skip.	Skips smoothly alternating lead foot.
Steps	Goes up and down steps with both feet on each step with assistance.	Goes up and down steps with both feet on each step.	Begins to go up and down steps with alternating feet.	Goes up and down steps with alternating feet.
Hopping	Hops in place with two feet.	Hops in place on one foot with aid.	Hops in place with one foot usually the dominant foot.	Hops in place on either foot.
Jumping	Begins to jump.	Begins to jump without losing balance.	Jumps with both feet without losing balance. Begins to manipulate body in space in both directionally and laterally. EX.: jumps forward, backward etc.	Starts to jump rope. Manipulates body in space both directionally and laterally.
Imitation of Body Movements	Imitates simple body movements.	Imitates simple body movements and simple animal movements.	Imitates more complex movements.	Initiates more complex body movements.
Rolling a ball	Rolls a ball.	Rolls a ball with direction.	Rolls a ball towards an object.	Rolls a ball with accuracy.
Catches a ball	Catches a rolled ball.	Catches a large bounced ball.	Catches a large ball tossed or bounced. Catches a bean bag.	Catches a small ball tossed or bounced. Catches a bean bag.
Throws a ball	Throws a ball or bean bag.	Throws a ball or beanbag with some control.	Throws a ball or beanbag with increasing control.	Throws a ball toward a target with accuracy.

Bouncing a ball	Drops a ball.	Begins to bounce and catch a large ball with both hands.	Bounces and catches a large ball with both hands.	Bounces and catches a ball with both hands.
Kicking a ball.	Not yet demonstrating.	Attempts to kick a stationary ball.	Begins to kick objects on the run.	Kicks objects on the run without losing balance.

**Language Descriptors**

<b>Keywords</b>	<b>2 – 3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Communication	Speaks in three word sentences Uses pronouns: me, mine, you.	Communicates thoughts and needs in complete sentences of four to six words. Begins to speak in compound sentences uses plurals.	Communicates thoughts and needs in complete sentences. Speaks in compound sentences.	Communicates thoughts and needs in complete sentences.
Color recognition	Tries to name colors.	Recognizes and names five colors: red, blue, yellow, green, and orange	Recognizes and names ten color;; basic five plus white, purple, black, pink, and brown.	Recognizes ten colors and shades: light dark etc.
Stories: listening and telling	Listens to stories.	Listens to longer stories. Uses simple sentences to tell about objects and illustrations.	Listens to and retells stories in sequence with aid of pictures. Creates own story dictated to teacher or adult.	Listens to and retells stories in sequence without aid of pictures. Begins to interpret story situations and predict story outcomes.
Identification of body parts	Names four major body parts.	Names six major body parts.	Knows functions of major body parts.	Knows functions of major body parts.
Identification concepts	Identifies and names common objects and pictures.	Begins to identify shapes (circles squares rectangles triangles). Identifies size differences: short/long, big/little, small/large, etc.	Identifies basic shapes. Begins to use concepts such as opposite and spatial relationships.	Identifies basic geometric shapes and solids. Uses concepts such as opposites, spatial relationships, and ordering. Recognizes and names letters plus some words.

<b>Music Descriptors</b>				
<b>Keywords</b>	<b>2 – 3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Movement	Responds to music with bodily movements.	Responds to music with rhythmic bodily movements.	Responds to music with appropriate rhythm and bodily movement.	Responds to rhythm by demonstrating increased awareness of beat with body movement.
Singing / Tunes	Mimics tunes.	Sings a tune.	Sings a tune and tries to make up own tune or pattern.	Sings a tune and is able to create own tune or pattern.
Rhythm	Claps with music.	Claps with rhythm to music.	Claps and marches in time with the music.	Claps and marches in time with music and accompanies music with movement.
Singing / Lyrics	Mimics songs through repetition.	Begins to build a repertoire of songs.	Learns familiar songs through repetition.	Continues to build a repertoire of songs.
Expression	Uses scarves, feathers, flags, etc. to express a freedom of movement.	Uses scarves, feathers, flags, etc. to respond to music.	Uses scarves, feathers, flags, etc. to express movement to music.	Uses scarves, feathers, flags, etc. to dance with music.
Instruments	Investigates rhythm instruments.	Recognizes characteristic sound of instruments.	Reproduces sound using instruments.	Creates rhythm using instruments.
<b>Self Help Descriptors</b>				
<b>Keywords</b>	<b>2 – 3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Dressing	Attempts to dress and undress self. Buttons large buttons	Dresses and undresses self. Buttons and unbuttons large buttons. Hangs up coat with assistance. Pulls on shoes and boots with assistance.	Dresses self completely for indoors. Begins to care for personal belongings. Snaps and zippers with assistance; begins to pull on shoes. Ties shoes with assistance.	Dresses self completely for indoors and outdoors. Begins to care for personal belongings and school materials. Snaps and zippers unassisted; starts to lace shoes and to tie shoes unassisted.

Eating and Drinking	Drinks from a cup. Chews food. Uses a spoon.	Begins to pour from a pitcher. Uses a fork. Begins to drink from containers without handles.	Gets drink unassisted. Pours from pitcher. Spreads with a knife.	Cuts food with a knife.
Caring for Personal Needs	Washes face and hands using soap with assistance.	Washes hands and face unassisted. Begins brushing teeth. Begins to use toilet independently.	Begins to comb hair and brush teeth. Uses toilet independently.	Takes care of most personal needs.
Knowing Personal Information	Knows first name	Knows own last name, sex, and age	Knows own city, state, and parent/guardian names.	Knows address birthday and phone number.
Acting Safely	Closes door by turning handle. Unbuckles seatbelt.	Opens door by turning handle; closes door easily. Buckles seatbelt with assistance.	Begins to open / close a car door. Buckles seatbelt. Begins to cross streets with supervision.	Opens and closes a car door. Becomes familiar with traffic safety.
Following Directions	Not yet demonstrating	Follows classroom routines with minimum teacher assistance. Can follow 1-step instructions given individually and begins to respond to group instruction.	Follows instructions given individually. Follows instructions given to a group more consistently.	Follows instructions given to group.

**Visual Descriptors**

<b>Keywords</b>	<b>2 – 3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Matches	Matches familiar objects with adult encouragement.	Matches familiar objects noting one attribute.	Matches color, shape, and size. Begins to discriminate finer differences in color, shape, and size.	Matches color, shape, and size. Discriminates finer differences in color, shape, and size.
Sorts	Begins to sort a few objects using one attribute such as: color, shape, or size.	Sorts and classifies several objects using one attribute.	Sorts and classifies objects by more than one attribute. Begins to explain reason for grouping.	Sorts more complex objects into categories and explains the reason for grouping.
Puzzles	Completes 2-3 piece puzzle.	Puts simple puzzle together: 5-8 pieces.	Begins to complete puzzles with or without frames.	Completes more difficult puzzles.

Identifies objects	Begins to identify 2-3 familiar objects. Can name from memory an object or objects removed from the group.	Identifies most objects of a group. Can name the object taken from the group.	Identifies a group of objects and can name from memory objects taken from group. Begins to arrange pictures in sequence.	Identifies group of objects. Can name from memory an object removed from set, recalling basic color, size, and shape. Arranges pictures in sequence.
Identifies likeness / difference	Identifies an object as the same or different from another object.	Begins to identify simple likenesses and differences of an object.	Identifies more likenesses and differences of objects.	Identifies likenesses and differences of objects ( more refined likenesses / differences).
Patterns	Attempts to pattern.	Repeat an alternating pattern of 2 items.	Begins to repeat patterns of 3 or 4 items.	Repeats patterning of 3 or 4 items, pictures, etc. Recognizes and describes patterns.
Letter / name / word identification	May recognize first letter of first name.	Begins to recognize own printed first name.	Recognizes own printed name. Identifies and names some letters.	Recognizes own printed name. Identifies, names, matches and sequences letters.
Tracking with eyes	Follows fixed and moving objects with eyes while moving head.	Follows fixed and moving objects with eyes; has some head control.	Follows fixed and moving objects without moving head.	Follows fixed and moving objects without moving head.
Numerary	Names and understands quantitative concepts to 2.	Names and understands quantitative concepts to 5. Begins one-to-one correspondence.	Name and matches quantitative concepts with numerals over 5. Matches numeral and arranges numerals to 5 in order. Identifies one-to-one correspondence beyond 5 items.	Name and matches quantitative concepts with numerals. Matches numerals and arranges numerals in order.

<b>Social Emotional Descriptors</b>				
<b>Keywords</b>	<b>2 –3 years old</b>	<b>3 – 4 years old</b>	<b>4 – 5 years old</b>	<b>5 – 7 years old</b>
Feelings	Shows feelings: happy, sad, angry, afraid, cries easily. Shows delightful, silly sense of humor. Has brief outbursts. Loves, hates intensely. Shows affection spontaneously. Can identify basic feelings such as happy, sad, mad.	Shows feelings: happy, sad, angry, afraid, cries, whines. Has brief outbursts, and may feel prolonged anxiety. Begins to develop some self-restraint. Begins to recognize and name the various feelings and the causes of those feelings	Shows more varied feelings such as pouting, giggling, etc. Develops fears based on increased awareness of “real life”. Shows greater ability to control intense feelings like fear or anger (no more temper tantrums) Names feelings, can control self, and channel emotions appropriately.	Expresses varied feelings. Learns to cope with “real life” fears. Understands they can feel two emotions at the same time (“I like Jan, but I hate the way she argues”)
Self Awareness	Shows increased awareness of being seen and evaluated by others.	Becomes capable of self-evaluation; has beginning notions of self, has bouts of frustration. Begins to identify own gender.	Gains notions of self through experiences such as coping with personal limitations – making mistakes when trying a new task. Becomes clear about gender identity; becomes aware of stereotyping: “that’s a girl’s job”. etc.	Continues to gain notions of self through self-evaluation and interactions with others. Is particularly sensitive to adult praise and/or criticism.
Self Description	Is unaware of gender differences. Identifies self by name. Unaware of gender.	Identifies self by name and gender.	Typically describe themselves in terms of their behavior (“I play outside a lot” or “I like . . .”).	Typically form at least three images of themselves; their perceptions of their academic, social, and physical competence. Describes themselves as to traits and competencies (“I am good at . . .” or “I am friendly”).

Content of Study Early Childhood Education

Self Control	Can follow simple requests; likes to be treated as an older child at times but may still participate in activities that can be dangerous or wander off if not carefully supervised.	Knows increasingly what self-regulation behaviors are expected but shows difficulty following through on a task. Becomes easily sidetracked, forgetting what was asked unless reminded.	Begins to show self-control by following clear limits. May lie rather than admit to not following procedures or rules. May be easily discouraged or encouraged.	Develop more self control.
Self Confidence	Accomplishes goals set by others' reaction or acknowledgement of what they've done.	Takes pride in simple everyday achievements. Tends to overestimate their abilities – possess a delightful confidence that what they cannot do today will be possible tomorrow.	Enjoys succeeding; applauds for self. Still may overestimate their own abilities. Continues to believe that what they cannot do today will be possible tomorrow.	Self-esteem becomes more realistic and accurate.
Transitions	Has difficulty adjusting to change / transitions.	Beginning to adjust to change / transition with guidance.	Continues to need guidance to adjust to change / transition.	Can adjust to change / transition with little guidance.
Social Interaction	Shies away from others.	May continue to shy away from others. Begins to show affection spontaneously.	Feels compassion for others and may take action. Enjoys others and can behave in a warm and empathetic manner; jokes and teases to gain attention.	Feels compassion and takes action. Enjoys showing off and acting silly.

<p>Social Interaction Play</p>	<p>May look on from the sidelines or engage in parallel play until becoming more familiar with the other children, or may engage in associative play patterns (playing next to a peer, chatting, and using toys but having separate individual intentions for behaviors). Plays well and responds positively if there are favorable conditions in terms of materials, space, and supervision (less likely to engage in pro-social behavior when any of these elements are lacking).</p>	<p>Still engages in associative play but begins true give-and-take, cooperative play. Shows difficulty sharing (some children more than others) but begins to understand turn taking and plays simple games in small groups.</p>	<p>Enjoys dramatic play with other children. Cooperates well; forms small groups that may choose to exclude a peer. Begins to share and take turns.</p>	<p>More capable of playing cooperative, rule-regulated games and of sticking to the rules. Develops first truly reciprocal friendships which are marked by genuine give and take, negotiation of differences, shared experiences, and mutual trust.</p>
<p>Social Interaction Friendships / Sharing</p>	<p>Shows difficulty taking turns and sharing objects, activity changing form often during a play period; lacks ability to solve problems well among peers; usually needs help to resolve a social situation if conflict occurs.</p>	<p>Uses aggressive actions to gain attention of playmates. Becomes angry easily if things don't go their way at times; now prefers to play with others most often; seeks to resolve negative interactions although lacking verbal skills to resolve all conflicts.</p>	<p>Likes to dominate and finds social situations difficult. Understands the power of rejecting others; verbally threatens to end friendships or select others; tends to be bossy with others, resulting in too many leaders and not enough followers at times.</p>	<p>Tends to be nurturing and protective of peers.</p>
<p>Social Interaction/Aggression</p>	<p>Exhibits outbursts of anger – does not always understand consequences of own actions.</p>	<p>Exhibits occasional outbursts of anger but is learning that negative acts bring negative sanctions; quickly begins to justify an aggressive act.</p>	<p>Shows less physical aggression; more often uses verbal insult or threatens to hit someone.</p>	<p>Shows a marked preference for same-gender playmates and almost stereotypic rejection of the opposite sex.</p>

Social Interaction/ Behavior with Adults	Can follow simple requests. Likes to be treated as an older child, however may still exhibit dangerous behaviors when not under adult supervision (such as toys in mouth, wandering off, etc.) Does not identify adult authority. Expresses own authority.	Resents being helped. Likes to help with adult work; thrives on adult attention. Knows increasingly the self-regulation behaviors that are expected, but shows difficulty following through on a task or becomes easily sidetracked, when asked, unless reminded by an adult. Tends to ignore adult authority.	Is a do-er and a go-er. Likes to help with adult work. Shares adult attention and seeks adult affection. May lie rather than admit to not following rules. Can be easily discouraged or encouraged by adults. Begins to recognize adult authority.	Shares adult attention with others. Is able to participate in large group experiences. Respects authority of those supervising.
Acting Independently	Is beginning to dress self, serve simple snacks, drinks, clean up after one-self, etc. However, still needs constant adult supervision and help. Desires to please.	Likes to dress self; gets own juice or snack; cleans up without constant supervision. Is unable to wait very long regardless of the promised outcome. Strives to be self assertive, independent and social.	Dresses and eats with minor supervision; reverts easily to younger behaviors when group norms are less than appropriate. Enjoys responsibility and independence.	Can independently dress one self. Still enjoys responsibility and independence. Can accomplish a task (clean up, serving snacks, etc.) with little or no supervision.
Following rules	Cannot follow rules without constant reminders	Follows simple routines and rules.	Follows rules and routines.	Uses and/or develop rules for various settings.
Diversity	Does not discriminate between race, hair color, etc. Begins to recognize disabilities.	Notices skin color, hair texture/color, race, etc. Questions about disabilities.	Becomes aware of socially prevailing attitudes about diversity in skin, hair, and eye characteristics. Begins to recognize impact of disabilities; may have difficulty accepting children with limitations.	Starts to develop attitudes about race and cultural differences. Recognizes impact of disabilities and accepts children with limitations.
Family	Recognizes one's own immediate family.	Knows one is part of an immediate family.	Knows one is part of an extended family.	Makes connections and identifies between extended family roles.
Manners	Begins to learn manners.	Begins to contribute to a conversation. Begins to use manners appropriately.	Asks questions: What? Why? How? Can use proper manners.	Uses proper manners in appropriate situation.