



New Mexico Early Learning Guidelines: ***Birth through Kindergarten***

July • 2014

Infant and Toddler ☀ ***3- and 4-Year-Olds*** ☀ ***Kindergarten***

A collaborative effort of the New Mexico State Children, Youth and Families Department, Department of Health and Public Education Department.

Vision Statement

Together, **New Mexico's Early Learning Guidelines: Birth through Kindergarten** and the **Authentic Observation Documentation and Curriculum Planning Process** provide a cross-systems approach to building upon the strengths of each young child to facilitate their growth, development, and learning within the context of their family so that New Mexico's children are happy, healthy, and successful.

Acknowledgments:

Gaye Gronlund and hundreds of early educators, national experts, and others who provided countless thoughtful hours developing **New Mexico's Early Learning Guidelines** and the **New Mexico Authentic Observation Documentation Curriculum Planning Process**.

The **New Mexico Family Infant Toddler Program** for the use of children's photos.



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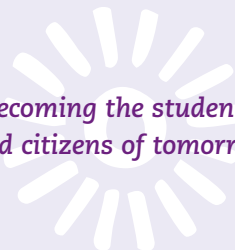
New Mexico Early Learning Guidelines:
Birth through Kindergarten

General Introduction



General Introduction to the New Mexico Early Learning Guidelines

They are becoming the students, workers, and citizens of tomorrow.



The terms **standards, frameworks, benchmarks, milestones,** and **early learning guidelines** describe the same thing – what young children know and can do, as well as their disposition toward learning during the early years.

The Wonders of Development

From birth through the kindergarten year, young children are growing, developing, and learning. They are gaining foundational skills that they will use as they move into more rigorous and focused studies in the primary grades. They are learning within the context of relationships with family members and educators, feeling safe, secure and, therefore, willing to try new things, take risks, and gain new skills.

Their knowledge base is only limited by the world around them. If given opportunities, they explore with great curiosity and delight. They observe those around them to learn more about social interactions and cultural practices. They learn to communicate both verbally and nonverbally, sometimes in multiple languages. They gain control over strong emotions and regulate their own behavior. They gain understanding of many concepts and develop a variety of skills as they move through the preschool and kindergarten years. These concepts and skills will help them academically and socially throughout their schooling and prepare them for success in adulthood.



What Are Early Learning Guidelines?

Early learning guidelines serve as a framework for the incredible process of children's growth, development, and learning in the early years. They are designed to provide reasonable expectations for children at different ages so that educators have criteria to refer to as they observe children in action, determine their levels of performance, and plan curricular interventions to help them grow, develop, and learn to their fullest potential. A joint position statement (2003) of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) says that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children.

"High-quality, developmentally appropriate standards are important guides in curriculum development and in teaching." (Copple and Bredekamp 2009, 42) Regardless of terminology – standards, frameworks, benchmarks, milestones, or indicators of progress – early learning guidelines describe what young children know and can do, as well as their disposition toward learning during the early years. (See Appendix A for definitions of terminology used throughout this document.)

The **New Mexico Early Learning Guidelines** were developed by educators from a variety of programs and settings. The **Guidelines** provide a common vocabulary to describe children's growth, development, and learning. They are formatted as a continuum to remind us that children do not all develop at the same rate or pace. Rather, each child develops in his or her unique way. Some children have strengths in areas that go beyond their chronological age. Most develop appropriately for their ages. There are also children who may not reach age-appropriate milestones in some areas and need special interventions. Formatting the **New Mexico Early Learning Guidelines** in a continuum helps educators – and families – see an individualized picture of each child's capabilities. (See Appendix B for the history of the development of the **Guidelines**.)

The Guidelines reflect current brain development research and early childhood education best practices. They represent the growing consensus among educators that a greater emphasis be placed on young children's conceptual learning, social and emotional development, and active participation in culturally and linguistically relevant and meaningful learning experiences.

"...rich and engaging early learning experiences and nurturing, responsive relationships with parents and caregivers are as important to a young child's developing mind as nutritious meals and good health care are to their developing bodies. And...economic analysis confirms the value of investment in the early years."

(Council of Chief State School Officers 2010, 3)

Learning in the early years is important!

Brain development, conceptual learning, relevant and meaningful experiences as well as social and emotional development are recognized to support future student achievement.



The **New Mexico Early Learning Guidelines** have been developed for educators working with young children and their families across the early childhood system, including but not limited to:

- Family Child Care
- Center-Based Child Care
- Home Visiting
- Early Intervention
- Early Head Start
- Head Start
- New Mexico PreK
- Early Childhood Special Education
- Preschool
- Kindergarten
- Training, Technical Assistance, and Consultation Programs
- Higher Education

The Guidelines are meant to:

Encourage educators to recognize, understand, and respect the diversity and impact of family culture, language, learning styles, abilities, and rates of development as they make decisions regarding individual learning and progress.

Create a continuum of early learning, growth, and development from birth through the kindergarten year that captures child development in action.

Provide a common framework that educators and families members can use for discussion and reflection, curriculum planning, and assessment for young children (the **Guidelines** have been cross-walked with other frameworks, i.e., Head Start Outcomes, National Common Core Standards, etc. – see Appendix C for others).

Support family engagement, professional development, and training and technical assistance regarding the learning and development of children from birth through kindergarten age.

Assist families and educators in transitioning children from one program to another by providing common vocabulary to reflect child development.

Contribute to a unified vision for early care and education and family support across the state.

Build an early learning “system of systems.”

New Mexico’s Early Learning System of Systems					
Ages					
Prenatal	Birth to One	One	Two	Three	Four to Kindergarten Entry
Home Visiting					
	IDEA Part C Early Intervention – NM FIT PROGRAM			IDEA Part B EC Special Education	
	Child Care				
Early Head Start				Head Start	
					NM PreK



What Are Some Recommended Uses for the Guidelines?

Knowing individual children and their families is essential.



Through observation and documentation, educators build a case about each child's progress, strengths, and areas of need.

The **New Mexico Early Learning Guidelines** have been developed to be a resource for educators – and families – across the state. As a resource, it is recommended that this document be used in the following ways:

To help understand the complexities, progression, and interrelatedness of learning and development of young children over time

Attention should be paid to each child's unique capabilities, rate of development, and individual traits and characteristics. Knowing individual children and their strengths, needs, and cultural background is essential when referring to a developmental framework like the **Guidelines**.

To identify some key milestones in different areas of development

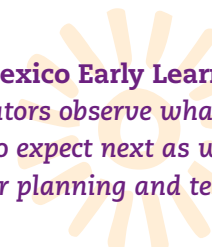
This document is not a *complete* compendium of child development, but rather provides some key competencies that emerge during the period from birth through kindergarten. It is in no way a complete overview of the many skills that children exhibit.

To determine the strengths and competencies of young children so that educators and families can recognize and celebrate these accomplishments and reflect upon, plan for, and provide support for the growth, development, and learning ahead for each child

The **New Mexico Early Learning Guidelines** can serve as a guide for helping educators and families observe what the child can do, have a general idea of what to expect next, and identify ways to support the child's learning and development. In this way, the **Guidelines** become an integral part of the curricular planning process and inform teaching practices. In addition, educators can gather information from families about what the child is doing at home, thus building a relationship between the program curriculum and the home setting.

To authentically assess children's developmental progress through observation and documentation

The **New Mexico Early Learning Guidelines** can be used in a criterion-referenced assessment process. Educators determine children's performance related to the indicators through observation that is supported through anecdotal documentation as well as work sampling. They use this information to formulate goals and objectives that are meaningful for the child and family. When considering referral for special services, the **Guidelines** can be used to raise red flags and identify the need for further assessment with norm-referenced screening tools or other assessment instruments. The **Guidelines** have been aligned to outcomes from multiple systems so that they can be used in any early childhood program.



The New Mexico Early Learning Guidelines help educators observe what a child can do and what to expect next as well as contribute to curricular planning and teaching practices.



Consideration of family culture and heritage is part of building partnerships with families.

Some of the individual items in the **Guidelines** can be assessed in a quick and easy observation. However, other items require repeated observations and the “building of a case” to document how the child is going about demonstrating his or her competence on that item. Therefore, it is essential that educators carefully examine the items within the **Guidelines** and determine authentic assessment methods that will best gather the information they need to make an informed evaluation of each child’s developmental progress.

Educators and others who work with children are able to observe children in action and refer to the **Guidelines** to identify each child’s level of performance across multiple domains and plan curricular strategies accordingly.

To communicate effectively with families about their child’s development

The **New Mexico Early Learning Guidelines** are a tool for educators to use as a basis for communication with families. Portfolio collection forms and reporting formats have been developed related to the **Guidelines**. In addition, educators are invited to develop their own methods and formats to represent information about children’s developmental progress in a family-friendly way. Family engagement materials have also been developed to accompany the **Guidelines**. These materials, along with guidance to educators on how to make use of them, are available at www.NewMexicoKids.org. As recommended in best practices for educators, valuing family culture and heritage is integral to working effectively with families. Educators should strive to build partnerships with families, ever sensitive to the ways in which they communicate with families and attentive to each family’s wishes and goals for their children.

To further the professional knowledge and understanding of child development for all who work with young children

The **Guidelines** can be the focus of staff development sessions and collegial discussions about children’s growth and development. Time for guided discussions, analysis, and intentional planning will be essential for their optimum use.

To support the full participation of each child

By integrating the unique cultures, languages, and abilities of each child within the framework provided by the **Guidelines**, educators are positioned to build on strengths and scaffold opportunities to support each child’s full potential.



Foundational Principles

The **New Mexico Early Learning Guidelines** were designed to be used for the benefit of children and families. The developmental expectations were identified to help educators assist each child to reach his or her maximum potential and to communicate clearly with families about how their child is growing and learning, what steps are being taken to enhance his or her early learning experience, and to address the family's goals and concerns.

The Twelve Foundational Principles help us understand and use the **New Mexico Early Learning Guidelines**.

Helping each child reach his or her potential while celebrating his or her unique characteristics and experiences.

1. All children are respected as competent and unique individuals.

Young children differ in temperament, learning style, home environment, cultural background, strengths, needs, and abilities. These differences influence development and learning.

2. Infants are born learning and all young children are capable of learning.

Development begins in the prenatal period and extends throughout life. The early years are an unparalleled time of rapid growth, particularly in sensory and brain development. The research and knowledge about how early relationships shape brain development has been exploding in recent years.

3. Development occurs in the context of relationships.

Brain development occurs in the context of relationships. Therefore, healthy relationships support healthy brain development. This influences the development of all other domains (such as cognitive, social/emotional, and approaches to learning) allowing for positive school performance and success later in life.

Every child needs consistent, predictable, reliable, and responsive adults who are available both emotionally and cognitively. Nurturing and responsive relationships with their families as well as their educators provide the foundation for healthy growth and development. These relationships help children develop a sense of security and trust. In early childhood programs, infants and toddlers learn through reciprocal communication and interactions with educators in the context of routine care, play, and within an appropriate developmental environment. Preschoolers and kindergartners learn with caring educators guiding and facilitating play and investigative experiences, as well as large and small group activities.

4. Young children are eager learners.

"During [the] early years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will be creative, adventurous learners throughout their lives. Children who do not receive this sort of support and interaction are likely to have a much different attitude about learning later in life." (NASP 2003, 1) Appropriate early educational experiences, offered in a safe and stimulating environment, can extend, expand, and clarify the ideas, concepts, language, and social skills children gain spontaneously.

5. Each child develops at his or her own pace.

While development generally proceeds through a predictable sequence of milestones, there is wide variation in the pace at which milestones may be achieved. Adaptations and accommodations may be needed to support learning.

Wide variation and pace of development mean adaptations and accommodations for children may be necessary.



6. Learning is integrated across domains.

A domain represents a broad area of growth and development. Development in one domain influences development in other domains. At times, development may accelerate in one domain while remaining stable in others. Therefore, environments and experiences should be organized to build upon developmental strengths and maximize connections across domains.

7. Learning experiences begin with family.

Families are the primary caregivers and the first educators of their children. They are valued partners in early education. When young children are in a setting outside of the home, they benefit most when the environment is open and welcoming to families. The program is best when it is rooted in the familiar cultural context of the family. Program planning works best when educators support the family's goals for the child and work in partnership with them.

Optimal development occurs when early childhood programs partner with families to provide for each child's health and well-being.

Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and preschools are critical to children's academic success and later school achievement (National Research Council 2002). Educators must give families the information they need to support their children's learning and development. Creating partnerships with families is a way to ensure that children have the best learning experiences at home and at preschool.

8. The context of family and community culture influences every aspect of development.

Children are deeply influenced by culture, particularly the unique culture of their own family. Culture, the social context in which children learn, grow, and develop is defined as a complex whole of language, knowledge, beliefs, art, morals, laws, customs, and ways of living that are passed on from generation to generation. "For optimal development and learning of all children, individuals who work with children must respect, value, and support the culture, values, beliefs, and languages of each home and promote the meaningful, relevant, and active participation of all families." (Division for Early Childhood 2010, 1)

Families, neighborhoods, religious sects, or ethnic groups within a society all explicitly or implicitly pass on their customs, values, and moral principles to the young. Beginning at birth, every culture socializes children to become members of a social group. But, children are not just products of the culture they grow in. As children grow, they pick and choose selectively from the cultural influences they are exposed to, shaping their own cultural context over time. (National Research Council and Institute for Medicine 2000)

Foundational Principles

Children grow and develop within the context of their family and culture.



9. Valuing children's home language is vital to their development.

Families transmit values, beliefs, and a sense of belonging to their children. Because they do so primarily through their language, support of a child's home language is strongly encouraged by all involved in relationships with the child and his or her family. "Children's positive development requires maintaining close ties to their family and community. If home language and culture are supported, children, families, and communities stay securely connected." (NAEYC 2009, 1)

Educators should recognize that some young children may be developing more than one language simultaneously or adding a second language as they come to the early childhood setting. "Research tells us that children under the age of six need continuing support of their home language while they are also developing their second." (Espinosa 2010) (Nemeth 2012, 22)

Assessment of language skills should be done in the language of the home as well as in the child's second language.

10. Young children learn by doing. Play and active learning are the best strategies to enhance young children's development.

Research has shown that children construct their own knowledge through physical, social, and mental activity. (Piaget and Inhelder 1969; Vygotsky 1986) Children are active learners — they "...are thinking, moving, feeling, and interacting human beings." (NAEYC 2009, 10)

As active learners, young children need opportunities to observe objects, people, and events in their world, form their own hypotheses, try them out, observe what happens, and formulate their own answers. (Dewey, 1944; Glassman, 2001) Play is children's mode of finding out about the world around them. All types of play — manipulative play, play with games, rough-and-tumble play, and socio-dramatic play — provide children with opportunities to try things out, observe what happens, and learn. (Rubin, Bukowski, & Parker, 1998) High-level play experiences can serve as "...a self-help tool that enables children to achieve higher levels of cognitive functioning." (Roskos and Christie 2004, 113)

Early development is enhanced by educators who become involved in guiding and expanding children's active learning and play experiences. Skilled educators provide an environment that is safe, orderly, nurturing, and appropriately challenging. Language and an emerging understanding of early literacy, mathematics, and science should be supported and integrated into meaningful experiences that are developmentally appropriate and based on hands-on exploration and playful learning.

*Play is children's mode of finding out
about the world around them.*



11. The most reliable and informative assessment process is the observation and documentation of children's performance in activities and routines that take place throughout the day.

The Chief Council of State School Officers states: "The reliability and validity of assessments increase with children's age" and continues: "Children younger than primary age have not attained the developmental capabilities to understanding the purposes of formal testing....There is wide agreement among researchers that the younger the child, the stronger the case for using more informal assessment procedures." (www.ccsso.org)

Systematic, ongoing, observational assessment that is criterion-based is recommended. The **New Mexico Early Learning Guidelines** are the criteria that outline the developmental expectations by which each child's accomplishments are able to be measured. Educators observe children in action, write factual and descriptive observational notes, and collect artifacts and work samples as evidence to support conclusions they draw when evaluating each child's progress.

12. The information gained through authentic, observational assessment related to the Guidelines is used to inform families and plan individualized curriculum activities and strategies to help each child grow and develop.

A cycle of observation, documentation, curriculum planning, and implementation is the basis for New Mexico's curricular planning approach for infants, toddlers, preschoolers, and kindergartners. This curriculum cycle is supported by reflective practices, engagement with families, and partnerships with the community. Every day, educators implement strategies and modify activities to better meet the needs of children based on documented observations of each child's successes and challenges. As educators reflect upon their documented observations, they refer to the **Early Learning Guidelines** to determine what each child can do and how to plan for that child. This ongoing process may involve moving forward, backward, and across the cycle rather than always in a circular, step-by-step manner. Experienced educators are thoughtful and intentional in determining when to use each step in the process.



The Process of Continuous Quality Improvement is used by both program leadership and early educators to implement the New Mexico Authentic Observation Documentation and Curriculum-Planning Process

In high-quality early learning programs, program leadership and early educators are collectively involved in **Continuous Quality Improvement (CQI)** efforts – all with the same goal: the growth, development, and learning of each child in their program.

Program leadership guides a **PLAN – DO – STUDY – ACT** CQI cycle for the program as a whole to ensure that the **Ten Essential Elements of Program Quality** are in place:

1. Authentic Observation Documentation and Curriculum Planning
2. Family Engagement
3. Inclusive Practices for Children with Developmental Delays or Disabilities
4. Culture and Language Including the Support of Dual Language Learners (DLL)
5. Promoting Social Relationships
6. Health Promotion and Developmental Screenings
7. Professional Qualifications
 - Site Directors/Education Coordinators
 - Educators
8. Ratios and Group Size
9. Environments
10. Program Administration and Leadership

Having the **Ten Essential Elements of Program Quality** in place enables *early educators* to simultaneously implement use of the **NM Early Learning Guidelines** to inform their practice.



Alignment of the Infant and Toddler and Preschool and Kindergarten Guidelines

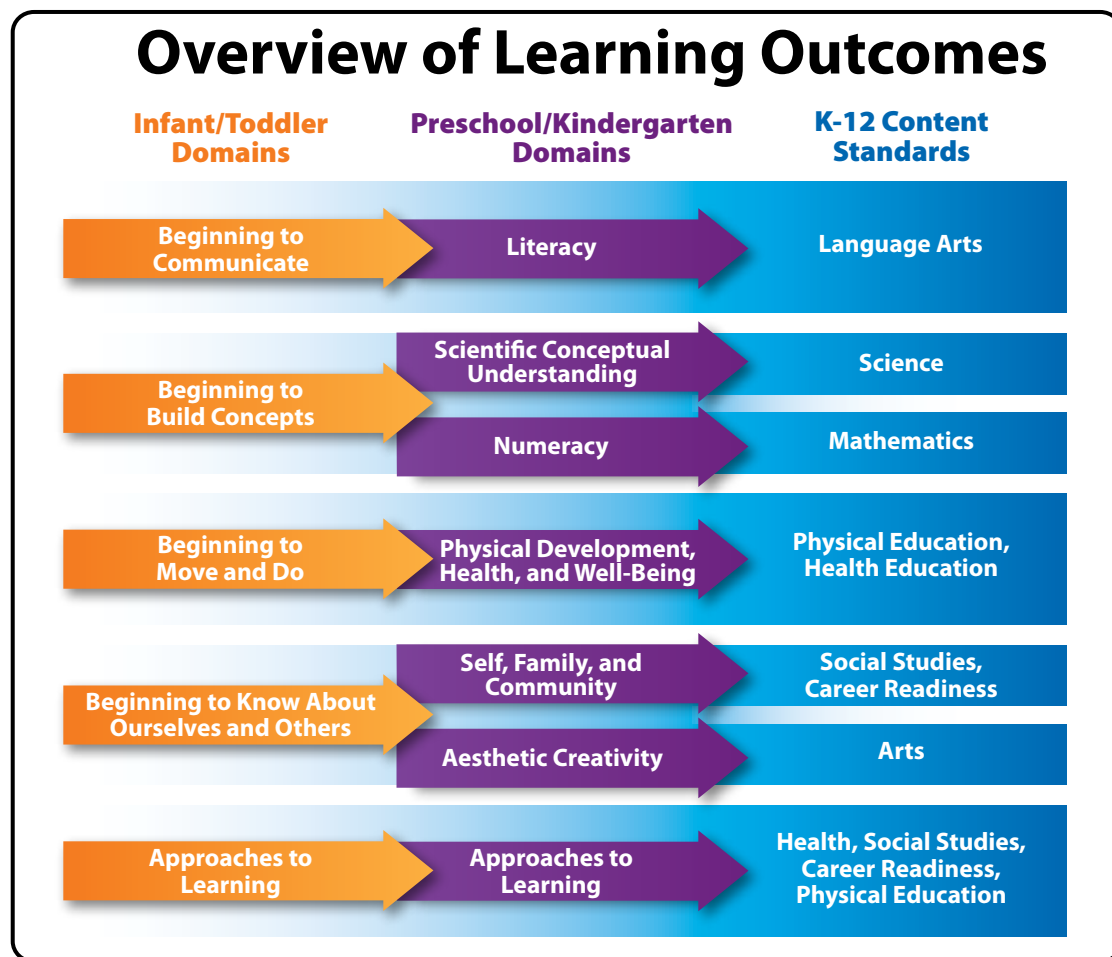
Both the **Infant and Toddler** and the **Preschool and Kindergarten Early Learning Guidelines** are organized into **domains** or broad areas of growth, development, and learning. There are five domains for infants and toddlers (children from birth to 36 months) and seven domains for preschoolers and kindergartners.

While the domain titles differ in order to reflect the learning and development of children at various ages, the domains for the age groups can be correlated. For example, an infant's early gestures and sounds are a form of communication that will lead to her use of language in conversations in her preschool years.

It is important to remember that learning is integrated across domains. A child's development in one domain influences development in other domains and performance may be stronger in one area than in another. Therefore, environments and experiences should be organized to build upon developmental strengths and maximize connections across domains.

The domains of the **Early Learning Guidelines** have been correlated with New Mexico's K-12 Content Standards, thus demonstrating that learning in the early years builds toward success throughout a child's educational experience.

The **New Mexico Early Learning Guidelines** form a continuum of growth, development, and learning outcomes as seen in the graphic below.





New Mexico Early Learning Guidelines:
Birth through Kindergarten

Infant and Toddler: Introduction



Introduction to the Early Learning Guidelines for Infant and Toddlers

Organization and Structure

The **New Mexico Early Learning Guidelines for Infants and Toddlers** are divided into **five domains** or areas of development. The domains reflect universal aspects of infant and toddler development. Regardless of ethnicity, language exposure, tribal affiliation, religious upbringing, or environmental differences, all infants and toddlers grow and develop within these domains.

Within each domain, components are identified. Then, within each component, indicators paint a picture of how infants and toddlers perform in relationship to those components. All of the domains are interconnected and encompass the development of the whole child. Even though the titles of the **Infant and Toddler Domains** differ from those in the **Preschool and Kindergarten Early Learning Guidelines**, the **Infant and Toddler Domains** provide a strong developmental foundation that represents the competence of infants and toddlers as they grow and explore the world around them.

DOMAIN 1

Beginning to Know About Ourselves and Others

Components:

- 1 ▶ Self-Regulation
- 2 ▶ Self-Awareness
- 3 ▶ Relationships with Adults
- 4 ▶ Relationships with Peers

DOMAIN 2

Beginning to Communicate

Components:

- 5 ▶ Listening and Understanding
- 6 ▶ Speaking and Communicating
- 7 ▶ Early Literacy

DOMAIN 3

Beginning to Build Concepts

Components:

- 8 ▶ Exploration and Discovery
- 9 ▶ Concept Development and Memory
- 10 ▶ Problem-Solving and Use of Symbols

DOMAIN 4

Beginning to Move and Do

Components:

- 11 ▶ Large Motor
- 12 ▶ Fine Motor
- 13 ▶ Self-Help, Safety, Health, and Physical Well-Being Skills

DOMAIN 5

Approaches to Learning

Component:

- 14 ▶ Curiosity, Initiative, Creativity, Persistence, and Problem-Solving



Age Spans

The young infant is primarily focused on developing a sense of trust and security.



The New Mexico Early Learning Guidelines for Infants and Toddlers is organized into four age spans:

1 Young Infants • Birth - 8 months

2 Mobile Infants • 6 - 18 months

3 Young Toddlers • 16 - 24 months

4 Older Toddlers • 24 - 36 months

These age groupings relate to milestones in motor development as well as major developmental stages. The young infant is primarily focused on developing a sense of trust and security. Then, as that baby begins to crawl or scoot and is mobile, the main developmental activity is exploration. When the typically developing young child begins to walk, she or he is considered a young toddler whose main task is to develop a sense of identity (who they are in relation to others) and self-confidence (what they can do). The older toddler is developing independence from adult caregivers, actively exploring, and developing opinions about their world.

The overlapping groupings of ages were chosen to reflect the impact of individual differences as well as the most current research about how infants and toddlers typically grow and develop. For example, as infants and toddlers develop, they continue to need trusting relationships even when their main focus is exploration – they don't ever leave the trusting relationship behind. Rather, it is that secure relationship that encourages exploration. The same is true when a child develops a sense of identity. A young child's sense of self changes over time as a result of maturation in all areas. But, it is social and emotional competence that enables a secure and trusting toddler to explore confidently when learning about himself or herself in relation to others.

At the request of practitioners, the toddler age span was divided into younger and older toddlers with indicators showing an increasing complexity of behaviors as the child develops. Caution must be taken as it is possible that in classifying toddlers into two groups there may be a tendency on the part of adults to treat older toddlers as if they are preschoolers. It is critical to note that the developmental interests and needs of two-year-old children are separate from those of three-year-old children and that older toddlers are not ready for the expectations that come with a preschool curriculum. Educators are encouraged to keep this important distinction in mind as they make use of the **New Mexico Early Learning Guidelines for Infants and Toddlers**.

Domains

Early educators can support infant and toddler development by providing balanced, active, and integrated learning experiences.



Domains reflect key areas of a very young child's growth, development, and learning. During the first three years of life, many experts believe that social-emotional development is the most critical area. Detailed indicators for this area fall under the heading **"Beginning to Know about Ourselves and Others."** The domain titled **"Beginning to Communicate"** focuses on the infant's and toddler's growing ability to understand and convey messages, as well as the development of an emergent understanding of literacy. The domain titled **"Beginning to Build Concepts"** details key aspects of cognitive development. Indicators in this area describe how very young children begin to construct their understanding of the world around them. And, the domain titled **"Beginning to Move and Do"** looks at early physical development, including the beginning of daily living skills. The domain called **"Approaches to Learning"** reflects dispositions toward learning. Caring adults can encourage the development of each disposition, thus providing a strong foundation for later learning.

Throughout all of the domains, it is expected that the child is learning to communicate in his or her home language and development will be viewed with that in mind. Educators can observe for growth, development, and learning in children's home language and in the second language they are acquiring as well. For example, a child may have a larger vocabulary in his or her home language and may be beginning to acquire vocabulary in his or her second language.

It is important to remember that all families and communities want their young children to be happy, successful members of their family and community. New Mexico is a diverse state. The family's views about their child's expression of happiness or creativity, curiosity, initiative, persistence, and problem-solving may look different from one community to another. Remember that the family's views and values will influence their youngest members. So, when observing for indicators of "Approaches to Learning," for example, conversations with family members will help educators truly understand each child more fully.

Infants and toddlers grow, develop, and learn in a number of ongoing, overlapping ways. While the infant and toddler domains in the **Early Learning Guidelines** are presented separately, they often overlap because development is a dynamic, integrated process. Early educators can support infant and toddler development by providing balanced, active, and integrated learning experiences.

Components

The components under each domain were chosen to reflect key developmental themes in each domain. Each component has a general outcome that typically developing infants and toddlers will reach by the beginning of their third year. Within each component, milestones or indicators (specific accomplishments in development) are listed, providing examples of observable behaviors that children demonstrate. The components and indicators form the basis for the **New Mexico Infant and Toddler Early Learning Guidelines**. The components have been assigned numbers to help with documenting and reporting. There are a total of 14 components.

The **14 components** are as follows:

DOMAIN	COMPONENT (Number, Title and Description)
DOMAIN 1 Beginning to Know About Ourselves and Others	1▶ Self-Regulation – The infant/toddler begins to demonstrate her ability to adjust her behavior and emotional response to changes in her environment. 2▶ Self-Awareness – The infant/toddler demonstrates an awareness of personal characteristics and abilities. 3▶ Relationships with Adults – The infant/toddler develops secure and trusting relationships with adults. 4▶ Relationships with Peers – The infant/toddler uses beginning social skills with other children.
DOMAIN 2 Beginning to Communicate	5▶ Listening and Understanding – The infant/toddler responds to the message being communicated by others. 6▶ Speaking and Communicating – The infant/toddler conveys a message to another person. 7▶ Early Literacy – The infant/toddler begins to develop the foundations for early literacy.
DOMAIN 3 Beginning to Build Concepts	8▶ Exploration and Discovery – The infant/toddler inquires about the world and experiences the properties of things. 9▶ Concept Development and Memory – The infant/toddler understands cause and effect, the permanency of things and beginning numeracy concepts. 10▶ Problem-Solving and Use of Symbols – The infant/toddler finds solutions and represents thoughts and feelings in creative ways.
DOMAIN 4 Beginning to Move and Do	11▶ Large Motor – The infant/toddler moves her body to achieve a goal. 12▶ Fine Motor – The infant/toddler manipulates objects and uses simple tools. 13▶ Self-Help, Safety, Health, and Physical Well-Being Skills – The infant/toddler begins to care for self and practice personal safety.
DOMAIN 5 Approaches to Learning	14▶ Curiosity, Initiative, Persistence, and Problem-Solving – The infant/toddler demonstrates curiosity, initiative, persistence, imagination, and Problem-solving in his or her everyday activities.

Adults should continually acknowledge ways the very young child displays his or her competence.



Across any age span, components and indicators become more developed and may be expressed in different and more complex ways. Therefore, adults should continually acknowledge ways the very young child displays his or her competence. Each will do so in his or her unique way and on his or her own timetable. For example, one indicator for young infants is to assist with feeding. A very young infant may do so reflexively by turning to the breast or bottle, while an older infant may attempt to hold the bottle. The way these behaviors are encouraged or supported will vary among families. Among some families, a level of independence during bottle-feeding may be highly valued or early finger-feeding may be seen as an important skill. Among other families, these behaviors may not be important or even welcomed at all during the early years. It is important that educators gather information from the family before determining that there are concerns related to a child's skill development or establishing programming goals for a particular child.

When using the **Early Learning Guidelines** as a resource, educators should ask themselves these questions:

Does this infant or toddler demonstrate this behavior or a related one?

In what ways does this infant or toddler demonstrate this?

If this is not something the infant or toddler demonstrates, how can we discuss this with the child's family members so we can best care for and support this child?

Given the language(s), culture(s), and life circumstances of this family, is it reasonable to expect this behavior?

It is possible that a behavior may appear in more than one age category – for example, “plays peek-a-boo” (or a similar interactive, simple, turn-taking game). With an infant this may be seen when a caregiver covers his or her face and says “peek-a-boo” and the infant laughs. At an older stage this same game may be played by the child covering his or her face and laughing when the adult says “peek-a-boo.” Therefore, the documentation of the ways the child demonstrates particular skills is key to seeing developmental progress.

It is important to note that because of the interrelated nature of development, skills seldom appear in isolation. For example, when a child is calmed by a family member's voice, one learns more information about both the child's ability to listen and his or her relationship with the family member. In the interest of simplicity, however, indicators have generally been placed in only one domain, although they connect to other domains.

Components and Indicators

The components and indicators form the basis for the New Mexico Infant and Toddler Early Learning Guidelines



Charts in each domain will contain the following information:

Domain # ▶		Domain	
Component # ▶		Title Description	
Indicators			
Young Infants (Birth to 8 months)		Mobile Infants (6 to 18 months)	
Young Toddlers (16 to 24 months)		Older Toddlers (24 to 36 months)	
Indicator		Indicator	
Indicator		Indicator	

Summary of the Indicators

The following pages contain a summary of the indicators for each of the age spans in the *Infant and Toddler Guidelines*.

Summary of Indicators for Young Infants (Birth to 8 months)				
DOMAIN 1 ▶ Beginning to Know About Ourselves and Others	DOMAIN 2 ▶ Beginning to Communicate	DOMAIN 3 ▶ Beginning to Build Concepts	DOMAIN 4 ▶ Beginning to Move and Do	DOMAIN 5 ▶ Approaches to Learning
Expresses feelings Begins to regulate feelings and impulses Begins to develop some regulated patterns Shows beginning awareness of own body Shows beginning awareness of personal characteristics and those of others Shows beginning awareness of own abilities Shows responsiveness toward primary caregivers Participates in interactions Initiates contact with regular caregivers Establishes and maintains rhythmic interactions with caregiver Shows awareness of other children Begins to interact with peers Shows enjoyment in interaction with other children	Shows sensitivity to noise and sudden sounds Responds to sounds in the environment or verbal communication Begins imitating adult facial expressions Begins to listen to words with understanding Uses sounds, gestures, or actions to express needs and feelings Coos, babbles Uses sounds in social situations Begins to initiate interactions Requests continued action of a toy or activity through body movements, eye contact, or vocalizations Vocalizes to get attention Shows interest in books, pictures, songs, and rhymes Explores books as objects Responds to rhythmic language in rhymes and songs Begins to develop eye-hand coordination Manipulates materials with increasing precision	Observes to learn about the environment Explores attributes of materials Differentiates between familiar and unfamiliar people and objects Imitates facial expressions immediately or later Begins to know that objects still exist when out of sight Repeats actions to get the same reaction Experiments with self-soothing Uses simple actions to make things happen Responds to music or chanting	Uses hands or feet to make contact with objects or people Begins to coordinate hands and eyes Shows growing control of hands and fingers Begins to self-regulate Begins to help with feeding, dressing, and personal hygiene	Shows curiosity and interest in people, objects, and events Begins to demonstrate initiative Demonstrates creativity by exploring objects in multiple ways Begins to focus on interesting things: persistence Begins to use senses to solve problems



Summary of the Indicators

Summary of Indicators for Mobile Infants (6 to 18 months)				
DOMAIN 1 ▶ Beginning to Know About Ourselves and Others	DOMAIN 2 ▶ Beginning to Communicate	DOMAIN 3 ▶ Beginning to Build Concepts	DOMAIN 4 ▶ Beginning to Move and Do	DOMAIN 5 ▶ Approaches to Learning
Expresses a variety of emotions Regulates emotions and behaviors with adult support Expresses own needs Follows simple routines and rules in group setting with educator support Shows awareness of self as an individual Shows awareness of own abilities Shows beginning understanding of accomplishments Begins to use abilities in interactions Begins to solidify relationships with adults Reacts differently toward familiar and unfamiliar adults Demonstrates increasing responsiveness in interactions with others Begins to take turns with caregiver during play Begins to relate to other children Demonstrates interest and enjoyment in interactions Exhibits pro-social behaviors Demonstrates beginning interaction skills with peers	Pays attention to what speaker is looking at or pointing to Responds nonverbally to gestures and/or words Follows one-step requests when caregiver uses gestures and words Recognizes familiar routines or games Imitates sounds, gestures, or words Begins to use consistent sound combinations, words, and gestures to communicate Participates in socially expected conversation Asks simple questions Communicates needs through single words in home language, facial expressions, or actions if attempting English Begins to participate in stories, songs, and fingerplays Explores books with interest Listens to stories for a short period of time Experiments with grasp using a variety of writing tools Scribbles spontaneously using large circular motions	Explores size and shape Actively explores the environment Investigates new things in the environment Develops an awareness of quantity and size Imitates other's actions, gestures, and sounds Demonstrates object permanence Observes and responds to different causes and effects Begins to solve simple problems Uses simple tools Uses a person or object to solve a problem Plays with dramatic play materials Begins to use art media Expresses self by moving to music	Uses hands to explore objects with a variety of actions Gains control of hands and fingers Builds on beginning eye-hand coordination Shows beginning awareness of personal needs Helps with feeding, dressing, and personal hygiene Understands safe and unsafe situations	Demonstrates curiosity by using senses to explore the environment Demonstrates initiative by showing likes and dislikes Uses creative expression in beginning role-play Focuses longer on interesting things Responds to order and routine and notices changes Begins to find different ways to solve problems

Summary of Indicators for Young Toddlers (16 to 24 months)

DOMAIN 1 ▶ Beginning to Know About Ourselves and Others	DOMAIN 2 ▶ Beginning to Communicate	DOMAIN 3 ▶ Beginning to Build Concepts	DOMAIN 4 ▶ Beginning to Move and Do	DOMAIN 5 ▶ Approaches to Learning
Begins to recognize feelings in self and others Demonstrates different emotions or moods Shows more, but still limited, self-regulation Shows comfort in daily routines and activities Begins to demonstrate behaviors that reflect self-concept Shows increased awareness of own abilities Displays assertiveness Continues to need the emotional security of a trusted adult Continues to show caution around unfamiliar adults Demonstrates increased reciprocity in relationships with adults Demonstrates increased interest and frustration with other children Acts on an increased awareness of other children's feelings Demonstrates increasing interaction skills with peers	Responds appropriately to simple commands Understands that words stand for objects Demonstrates understanding of simple questions Demonstrates interest in conversation and language Uses words and gestures to communicate ideas Combines words Uses sounds and words in social situations Has larger vocabulary in home language; is beginning to acquire vocabulary in second language Participates in stories, songs, and fingerplays Begins to develop imitative reading Responds to early literacy activities Explores writing as a means of communication	Notifies how items are the same or different Uses sounds and simple words to describe things or ask questions about the environment Explores concepts of space Develops an increasing awareness of quantity and size Demonstrates a more complex level of object permanence Experiments with more complex cause-and-effect play Solves simple problems using logical reasoning Begins to express self creatively	Demonstrates increasing large motor control Demonstrates increasing coordination and balance Uses hands and fingers in more complex and refined ways Begins to use simple tools Shows increasing eye-hand coordination Begins to attend to personal needs Shows increasing abilities in feeding, dressing, and personal hygiene Participates in safety routines	Demonstrates curiosity by using all senses to explore new things in the environment Demonstrates preferences and makes independent choices Engages in more complex pretend play based on everyday events Engages in activity toward a goal Demonstrates more complex problem-solving skills

Summary of the Indicators

Summary of Indicators for Older Toddlers (24 to 36 months)				
DOMAIN 1 ▶ Beginning to Know About Ourselves and Others	DOMAIN 2 ▶ Beginning to Communicate	DOMAIN 3 ▶ Beginning to Build Concepts	DOMAIN 4 ▶ Beginning to Move and Do	DOMAIN 5 ▶ Approaches to Learning
Demonstrates an increasing ability to recognize feelings of self and others Begins to use strategies to regulate own emotions Begins to manage changes in emotional state Is increasingly able to regulate behavior Demonstrates behaviors that reflect self-concept Demonstrates self-confidence; learns to do things by self Shows awareness of self as part of a group Trusts and interacts comfortably with familiar adults Establishes relationships with consistent adults other than primary caregiver Begins to imitate or portray relationships Demonstrates ability to interact with an increasing number of children Uses beginning negotiation skills with other children Begins to use words in social situations with peers Participates positively in activities with more than one other child	Follows more complex directions and requests Demonstrates active listening strategies Demonstrates increased understanding of questions Shows increased receptive vocabulary Combines words to express more complex ideas Begins to follow grammatical rules, although not always correctly Initiates socially expected communication Speaks clearly enough to be understood most of the time Asks simple questions in home language; may use gestures or single words to ask questions in second language Initiates and participates in stories, songs, and fingerplays Begins to follow what happens in a story Shows awareness of pictures and symbols in print Demonstrates understanding that written symbols have meaning Starts to use own drawings to represent objects and ideas Expresses creativity using skills for writing	Notifies and describes how items are the same or different Begins to organize materials and information Shows beginning interest in time and location Demonstrates beginning number and measurement concepts Experiments with effect of own actions on objects and people Expresses understanding of cause and effect Shows increasing knowledge and memory for details and routine Demonstrates increased problem-solving ability Represents thoughts and feelings in a variety of ways	Demonstrates coordination, balance, and control in a variety of ways Coordinates several senses Uses simple tools independently Demonstrates eye-hand coordination Shows increased attention to personal needs Shows increasing independence in personal care Participates in healthy care routines Pays attention to safety instructions	Actively attempts to learn new things s/he is curious about Shows initiative by making choices and taking risks Pretends and uses creativity and imagination during play Persists toward a goal with an activity, object, or toy Begins to find novel solutions to problems

Organization of the Domain Sections

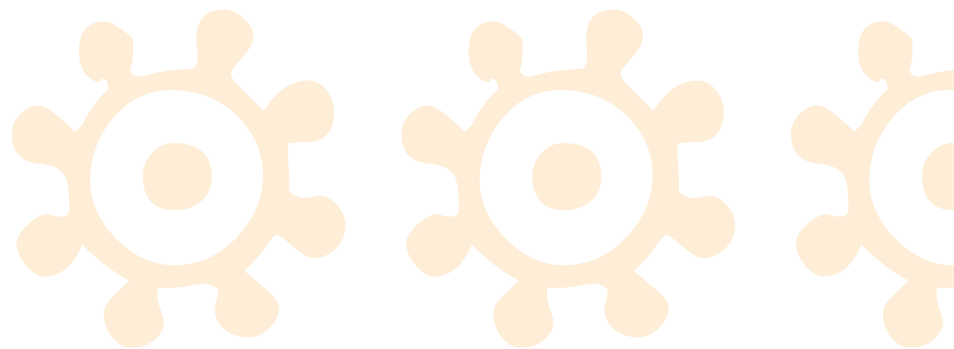


Each of the next five sections of this document presents an infant and toddler domain. While domains are presented separately, they should not be considered in isolation. Development is an integrated process through which various understandings can be encouraged and facilitated simultaneously using balanced, active learning experiences.

Each domain has an introductory page, which contains the following as well as a box labeled **“When You Are Observing”** with suggestions for educators to consider as they observe children and relate their observations to the **Early Learning Guidelines**. Another box is labeled **“Keep in Mind”** with important aspects of child development and best practices in early childhood care and education that are embedded throughout the **Guidelines** document. A table lists reminders about the importance of the observation and planning process, as well as the following important educator actions:

- ▶ **Watch and Listen**
- ▶ **Ask and Wonder**
- ▶ **Reflect and Plan**
- ▶ **Implement and Watch Again**

Each of the five domain sections includes a domain vignette, or story, and a description of the domain. The vignette illustrates how children might show aspects of that domain in an infant or toddler program or other setting.





New Mexico Early Learning Guidelines:
Birth through Kindergarten

Infant and Toddler: Domains





Infant and Toddler Early Learning Guidelines

DOMAIN 1

Beginning to Know About Ourselves and Others

DOMAIN 1

Beginning to Know About Ourselves and Others

Domain Description

Infants and toddlers are developing self-awareness and awareness of others. The social interactions between educators, family members, and other children form the basis for the development of language and trust. As young ones learn to read the cues of others and communicate their own needs and wants through cries, sounds, and eventually words, they grow as social beings. Settling into routines and developing some ways of being comforted, comforting themselves, and expressing feelings are important parts of this domain. As caring educators help children to learn more of their own capabilities and manage their emotions, children develop in self-confidence and in their relationships with others more fully.

Domain Vignette

In Juanita's family child-care home, she cares for several preschool children as well as a four-month-old, Emma, and a 20-month-old, Carlos. Juanita and her colleague, Anna Marie, have each worked hard to get to know the children well. They have decided that Juanita will be the primary teacher for the four-month-old and Anna Marie for the 20-month-old. They know how important it is for young infants and toddlers to have a primary adult in their lives in child care. They can balance their relationships with the older children and both be important educators to them. Juanita has found that she must pay particular attention to Emma's moods and the cycles of her day (for sleep, eating, and active and quiet times). Emma is growing to trust Juanita, calming down when Juanita holds and rocks her, seeking out Juanita's face to look at and feel, and responding to her name when Juanita talks with her. Emma explores her hands and feet as she lies on her back or sits in her bouncy chair. She's beginning to pay more attention to the other children and will laugh sometimes when they smile and talk with her. Carlos is also showing trust for Anna Marie, going to her often to show her toys or give her a hug. If Emma cries, he will go to her and pat her head or back. "Baby sad?" he asks Juanita. He feeds himself more competently every day and follows through with the daily routines associated with meals and naps. When upset or tired, he comforts himself by carrying around his blanket and teddy bear or by seeking out Anna Marie and crawling into her lap. He watches the older children and will respond when they ask him – "Where's your nose, Carlos? Where are your eyes?" – by pointing and laughing as they clap for him and say "Good job, Carlos!" He sits on Anna Marie's lap when she reads a story to the others, sucking his thumb and sometimes pointing to pictures in the book. If another child tries to point to a picture, he pushes his or her hand away. "No! My story!" But, when Anna Marie says, "Carlos, we're all looking at the story," he settles right down. Juanita and Anna Marie often discuss how the mixture of age groups in their care makes their day so interesting and varied.

Both Emma and Carlos are showing their capabilities in many aspects of Beginning to Know About Ourselves and Others. Emma is beginning to express and regulate her feelings, show awareness of her own body and characteristics, and the characteristics of others. She is showing responsiveness to her teacher and beginning to participate in interactions with others. Carlos is beginning to recognize the feelings of others, demonstrate different feelings of his own, and show comfort in daily routines. He is reflecting his self-concept by identifying some body parts and increased awareness of his own abilities by feeding himself. He has established a close relationship with Anna Marie and seeks her out and shows interest and frustration with other children.

When You Are Observing

Educators of infants and toddlers know that an important part of observing the youngest children involves learning to determine the rhythm of each child's day.

- When is she happy and content?
- When is she more agitated and fussy?
- What might trigger a meltdown for him?
- In what ways can he be comforted or can he learn to comfort himself?

Observing for the important aspects of how an infant or toddler learns to both express and regulate his or her emotions is an important task for educators who work with this age group.



Keep in Mind

Babies and toddlers differ in temperament, learning style, home environment, cultural background, needs and abilities. These differences are strengths that influence development and learning.

DOMAIN 1 ▶ Beginning to Know About Ourselves and Others

Component 1 ▶ Self-Regulation

The infant/toddler begins to demonstrate her ability to adjust her behavior and emotional response to changes in her environment.

Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Expresses feelings Begins to regulate feelings and impulses Begins to develop some regulated patterns	Expresses a variety of emotions Regulates emotions and behaviors with adult support Expresses own needs Follows simple routines and rules in group setting with educator support	Begins to recognize feelings in self and others Demonstrates different emotions or moods Shows more, but still limited, self-regulation Shows comfort in daily routines and activities	Demonstrates an increasing ability to recognize feelings of self and others Begins to use strategies to regulate own emotions Begins to manage changes in emotional state Is increasingly able to regulate behavior

DOMAIN 1 ▶ Beginning to Know About Ourselves and Others

Component 2 ▶ Self-Awareness

The infant/toddler demonstrates an awareness of personal characteristics and abilities.

Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Shows beginning awareness of own body Shows beginning awareness of personal characteristics and those of others Shows beginning awareness of own abilities	Shows awareness of self as an individual Shows awareness of own abilities Shows beginning understanding of accomplishments Begins to use abilities in interactions	Begins to demonstrate behaviors that reflect self-concept Shows increased awareness of own abilities Displays assertiveness	Demonstrates behaviors that reflect self-concept Demonstrates self-confidence; learns to do things by self Shows awareness of self as part of a group

The social interactions between educators, family members, and other children form the basis for the development of language and trust.



DOMAIN 1 ▶ Beginning to Know About Ourselves and Others

Component 3 ▶ Relationships with Adults

The infant/toddler develops secure and trusting relationships with adults.

Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Shows responsiveness toward primary caregivers Participates in interactions Initiates contact with regular caregivers Establishes and maintains rhythmic interactions with caregiver	Begins to solidify relationships with adults Reacts differently toward familiar and unfamiliar adults Demonstrates increasing responsiveness in interactions with others Begins to take turns with caregiver during play	Continues to need the emotional security of a trusted adult Continues to show caution around unfamiliar adults Demonstrates increased reciprocity in relationships with adults	Trusts and interacts comfortably with familiar adults Establishes relationships with consistent adults other than primary caregiver Begins to imitate or portray roles and relationships

DOMAIN 1 ▶ Beginning to Know About Ourselves and Others

Component 4 ▶ Relationships with Peers

The infant/toddler uses beginning social skills with other children.

Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Shows awareness of other children Begins to interact with peers Shows enjoyment in interaction with other children	Begins to relate to other children Demonstrates interest and enjoyment in interactions Exhibits prosocial behaviors Demonstrates beginning interaction skills with peers	Demonstrates increased interest and frustration with other children Acts on increased awareness of other children's feelings Demonstrates increasing interaction skills with peers	Demonstrates ability to interact with an increasing number of children Uses beginning negotiation skills with other children Begins to use words in social situations with peers Participates positively in activities with more than one other child



Infant and Toddler Early Learning Guidelines

DOMAIN 2

Beginning to Communicate

DOMAIN 2

Beginning to Communicate

Domain Description

Learning the language of one's family is a primary task for infants and toddlers. Educators should communicate with children in their home language, modeling language usage for infants and toddlers. They elicit language from them and build on their communication through meaningful conversations, descriptions of what they are doing, and open-ended questioning. In addition, looking at and reading books, and giving children opportunities to draw and make marks with writing tools build on their communication skills as they move toward understanding of the written word.

Domain Vignette

As two-year-old Noah was playing outdoors, he carried a grocery basket in one hand and a pretend potty chair in the other. When asked where he was going, he said, "Bye. Groceries. Car. Go McDonalds." His teacher, Mario, asked, "Oh, you're going grocery shopping?" "Yeah. Bye. See later. Bye." Noah put down both items and waved to Mario with both hands. Mario asked, "What else are you going to buy at the store?" Noah replied, "Popcorn. Queso (Cheese). Popcorn. Groceries." He then went over to the housekeeping area outdoors and filled his grocery basket with many kinds of plastic food items. When full, he brought it back to Mario and they looked at it together. Noah identified the following items to Mario: "apple, banana, and hamburger." The other items were "groceries."

Noah is showing his capabilities in Beginning to Communicate by demonstrating understanding of questions and interest in conversation. He combined some words to communicate ideas and spoke clearly enough for Mario to understand him. In addition, he demonstrated a play scenario that showed his imagination and ability to follow through with a play theme.



When You Are Observing

Effective educators know that an important part of observation is listening. To learn more about each child's capabilities with communication, they listen and respond. They listen to families so they understand ways children are communicating at home and in community settings that may be different than in the program. As they interact with infants and toddlers, they listen closely for the ways that young children express themselves. Young infants make sounds that can be conversational when a caring adult respectfully repeats them back to the child. In addition, infants and toddlers pay close attention to the use of language by an educator. So the educator's verbal interactions with the child and the child's response become the heart of observations in the communication domain.



Keep in Mind

Families transmit values, beliefs, and a sense of belonging to their children...primarily through their language. Support of the development of the home language is strongly encouraged by all involved in relationships with the child and his or her family.

DOMAIN 2 ▶ Beginning to Communicate

Component 5 ▶ Listening and Understanding

The infant/toddler responds to the message of another's communication.

Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Shows sensitivity to noise and sudden sounds	Pays attention to what speaker is looking at or pointing to	Responds appropriately to simple commands	Follows more complex directions and requests
Responds to sounds in the environment or verbal communication	Responds nonverbally to gestures and/or words	Understands that words stand for objects	Demonstrates active listening strategies
Begins imitating adult facial expressions	Follows one-step requests when caregiver uses gestures and words	Demonstrates understanding of simple questions	Demonstrates increased understanding of questions
Begins to listen to words with understanding	Recognizes familiar routines or games		Shows increased receptive vocabulary

Note: Refers to mode of communication most familiar or appropriate for the child: primary language, English, sign, etc.



Young infants make sounds that can be conversational when a caring adult respectfully repeats them back to the child. The repertoire of sounds an infant makes will be unique to the languages to which that child is exposed.



DOMAIN 2 ▶ Beginning to Communicate			
Component 6 ▶ Speaking and Communicating			
The infant/toddler conveys a message to another person.			
Indicators			
Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Uses sounds, gestures, or actions to express needs and feelings	Imitates sounds, gestures, or words	Uses words and gestures to communicate ideas	Combines words to express more complex ideas
Coos, babbles	Begins to use consistent sounds combinations, words, and gestures to communicate	Combines words	Begins to follow grammatical rules, although not always correctly
Uses sounds in social situations	Begins to participate in socially expected conversations	Uses sounds and words in social situations	Initiates socially expected communication
Begins to initiate interactions	Asks simple questions	Has larger vocabulary in home language; is beginning to acquire vocabulary in second language	Speaks clearly enough to be understood, most of the time
Requests continued action of a toy or activity through body movements, eye contact, or vocalizations			Asks simple questions in home language; may use gestures or single words to ask questions in second language
Vocalizes to get attention			

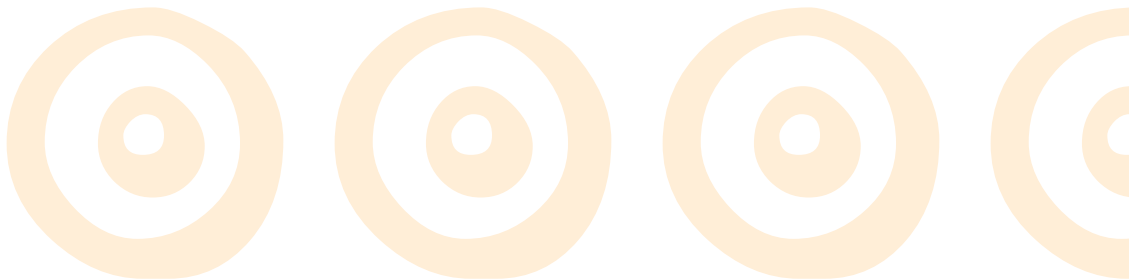
Note: Refers to mode of communication most familiar or appropriate for the child: primary language, English, sign, etc.

Looking at and reading books, and giving children opportunities to draw and make marks with writing tools build on their communication skills as they move toward understanding of the written word.



DOMAIN 2 ▶ Beginning to Communicate			
Component 7 ▶ Early Literacy			
The infant/toddler begins to develop the foundations for early literacy.			
Indicators			
Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Shows interest in books, pictures, songs, and rhymes	Begins to participate in stories, songs, and fingerplays	Participates in stories, songs, and fingerplays	Initiates and participates in stories, songs, and fingerplays
Explores books as objects	Explores books with interest	Begins to develop imitative reading	Begins to follow what happens in a story
Responds to rhythmic language in rhymes and songs	Listens to stories for a short period of time	Responds to early literacy activities	Shows awareness of pictures and symbols in print
Begins to develop eye-hand coordination	Experiments with grasp using a variety of writing tools	Explores writing as a means of communication	Demonstrates understanding that written symbols have meaning
Manipulates materials with increasing precision	Scribbles spontaneously using large circular motions		Starts to use own drawings to represent objects and ideas
			Expresses creativity using skills for writing

Note: Refers to mode of communication most familiar or appropriate for the child: primary language, English, sign, etc.





Infant and Toddler Early Learning Guidelines

DOMAIN 3

Beginning to Build Concepts

DOMAIN 3

Beginning to Build Concepts

Domain Description

The knowledge base for young children is limited only by the world around them. As they explore, they do so with great curiosity and delight. The young infant looks and observes, reaches out, and touches the items and people that are in close range to her. As mobility develops, the older infant and toddler can extend his world and more actively explore his environment, noting similarities and differences in items and materials. The exploration of cause and effect begins with the very young as a baby notes the reaction to his or her actions. The toddler becomes more purposeful in experimentation and more secure in the knowledge of object permanence. Concepts such as size, quantity, representation of thoughts and feelings, and the development of problem-solving skills are all represented in this domain. Infants and toddlers are developing foundational skills that will serve them as they move into preschool and kindergarten academic experiences with literacy, numeracy, and scientific conceptual understandings.

Domain Vignette

Nine-month-old Kendra is busy crawling around the room at her child-care center. She crawls over to shelves and pulls toys off, sits herself down and bangs them together, laughing and smiling. When her teacher, Lauren, pushes the buttons on the toy radio to make the music play, Kendra pushes the button in imitation of Lauren and moves her body as the music plays. When Lauren claps in approval, Kendra claps, too. Today, Lauren covered up a baby doll with a blanket so that it couldn't be seen. Kendra crawled over and took the blanket off the baby. Lauren covered it again, and Kendra uncovered it again. They played at this game back and forth several times.

*Kendra's capabilities in **Beginning to Build Concepts** are clear as she explores her environment with curiosity and interest, demonstrates her understanding of cause and effect, imitates Lauren's actions, and shows her awareness of object permanence – the doll is still there when the blanket is removed. All of these are important cognitive skills that will eventually help Kendra deal with the abstract concepts that will help her learn many concepts in her preschool, kindergarten, and elementary school years.*



When You Are Observing

When documenting observations, educators keep their opinions and judgments out of their written descriptions. In this way, they collect factual evidence to support conclusions about what the child can do. They come to these conclusions after multiple observations of the child in action so they are sure they know the child's capabilities well.



Keep in Mind

While development generally proceeds through a predictable sequence of milestones, there is wide variation in the pace at which milestones may be achieved. Adaptations and accommodations may be needed to support learning.

DOMAIN 3 ▶ Beginning to Build Concepts

Component 8 ▶ Exploration and Discovery

The infant/toddler inquires about the world and experiences the properties of things.

Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Observes to learn about the environment Explores attributes of materials	Explores size and shape Actively explores the environment Investigates new things in the environment	Notices how items are the same or different Uses sounds and simple words to describe things or ask questions about the environment Explores concepts of space	Notices and describes how items are the same or different Begins to organize materials and information Shows beginning interest in time and location

DOMAIN 3 ▶ Beginning to Build Concepts

Component 9 ▶ Concept Development and Memory

The infant/toddler understands cause and effect, the permanency of things, and beginning numeracy concepts.

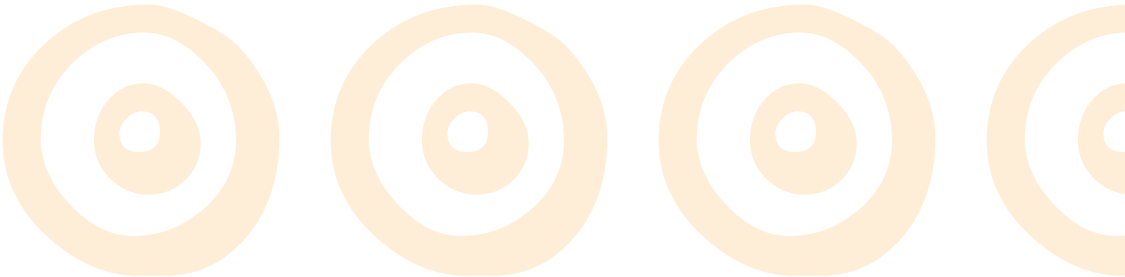
Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Differentiates between familiar and unfamiliar people and objects Imitates facial expressions immediately or later Begins to know that objects still exist when out of sight Repeats actions to get the same reaction	Develops an awareness of quantity and size Imitates others' actions, gestures, and sounds Demonstrates object permanence Observes and responds to different causes and effects	Develops an increasing awareness of quantity and size Demonstrates a more complex level of object permanence Experiments with more complex cause-and-effect play	Demonstrates beginning number and measurement concepts Experiments with effect of own actions on objects and people Expresses understanding of cause and effect Shows increasing knowledge and memory for details and routine

The exploration of cause and effect begins with the very young as a baby notes the reaction to his or her actions.



DOMAIN 3 ▶ Beginning to Build Concepts			
Component 10 ▶ Problem-Solving and Use of Symbols			
The infant/toddler finds solutions and represents thoughts and feelings in creative ways.			
Indicators			
Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Experiments with self-soothing Uses simple actions to make things happen Responds to music or chanting	Begins to solve simple problems Uses simple tools Uses a person or object to solve a problem Plays with dramatic play materials Begins to use art media Expresses self by moving to music	Solves simple problems using logical reasoning Begins to express self creatively	Demonstrates increased problem-solving ability Represents thoughts and feelings in a variety of ways





Infant and Toddler Early Learning Guidelines

DOMAIN 4

Beginning to Move and Do

DOMAIN 4

Beginning to Move and Do

Domain Description

Young children's future health and well-being are directly related to the development and strengthening of both their large and small muscles. The youngest infants are immobile, but developing strength in holding their heads up and gaining control of their arms and legs. As they learn to crawl and walk, young ones begin to demonstrate coordination and balance that increases and strengthens. The ability to coordinate hands and eyes and to manipulate objects for various purposes is an important developmental task that helps children use a variety of tools such as feeding utensils and drawing materials, begin to undress and dress themselves, and attend to their personal needs.

Keep in mind that while most infants and toddlers will demonstrate these behaviors at some point during the age ranges indicated, many aspects of children's movement development (including the timing of achieving motor milestones) depend on biological as well as environmental factors, influenced by experiences, child-rearing, and cultural practices.

Domain Vignette

In her class of 18- to 24 -month-olds, Colleen has noticed many differences in the children's use of their small and large muscles. Today, she brought out a tub of rubber pegboards with large, colored pegs and put it on the floor. Five children swarmed around the tub, trying to get the materials. Colleen assured them that she would give them each a pegboard and pegs, but they were impatient. Brian grabbed for the tub and fell backwards on his bottom. He easily stood back up, moved away from the group and sat down in a space where he could work by himself. Colleen made sure he had several pegs and watched as he placed each peg into a hole. She commented on the colors as he did so. Sofia reached into the tub, pulled out two pegboards, walked across the room, and placed them on the table. Then, she ran back to the tub to get pegs and attempted to carry three or four in her fists back to the table. She dropped some and went back and forth, bending down to pick up those on the floor, and getting more from the tub, until she had several on the table. She then tried to put them into the holes on the boards but was not always successful.

Both Brian and Sofia are showing their capabilities in moving their bodies and developing their large muscle skills as well as in manipulating objects with their hands and fingers, which develop their small muscle or fine motor skills. They are demonstrating increasing balance and control as they move in the room. Brian is more easily able to manipulate the pegs in the boards while Sofia is still working on developing the eye-hand coordination needed to be successful with the task.



When You Are Observing

Tying observations to the **Early Learning Guidelines** helps educators determine what the child can do and what's next in developmental expectations. Observations can also help an educator identify areas that may require additional support or individualized attention. By knowing what comes next in the continuum, an educator can plan activities that challenge the child at just the right level for him or her. Then, she can provide scaffolding and support to help the child move toward those next steps.



Keep in Mind

Development begins early in life and extends into adulthood. The early years are an unparalleled time of rapid growth, particularly in sensory, physical, and brain development. Optimal development occurs when families are supported in providing for the health and nutrition of their young child combined with nurturing and responsive care. Program planning works best when early childhood professionals support the family's goals for the child and work in partnership with them.

DOMAIN 4 ▶ Beginning to Move and Do*

Component 11 ▶ Large Motor

The infant/toddler moves her body to achieve a goal.

Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Gains control of head and body Moves body, arms, and legs with increasing coordination	Begins to control movements using arms and legs Demonstrates beginning coordination and balance	Demonstrates increasing large motor control Demonstrates increasing coordination and balance	Demonstrates coordination, balance, and control in a variety of ways

* Accommodations or adaptations such as use of special equipment may be required for some children.

DOMAIN 4 ▶ Beginning to Move and Do*

Component 12 ▶ Fine Motor

The infant/toddler manipulates objects and uses simple tools.

Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Uses hands or feet to make contact with objects or people Begins to coordinate hands and eyes Shows growing control of hands and fingers	Uses hands to explore objects with a variety of actions Gains control of hands and fingers Builds on beginning eye-hand coordination	Uses hands and fingers in more complex and refined ways Begins to use simple tools Shows increasing eye-hand coordination	Coordinates several senses Uses simple tools independently Demonstrates eye-hand coordination

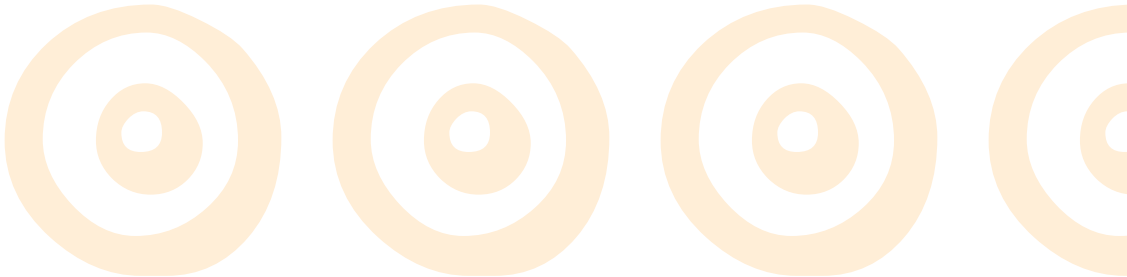
* Accommodations or adaptations such as use of special equipment may be required for some children.

The early years are an unparalleled time of rapid growth, particularly in sensory, physical, and brain development.



DOMAIN 4 ▶ Beginning to Move and Do*			
Component 13 ▶ Self-Help, Safety, Health, and Physical Well-Being Skills			
The infant/toddler begins to care for self and practice personal safety.			
Indicators			
Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Begins to regulate self Begins to help with feeding, dressing, and personal hygiene	Shows beginning awareness of personal needs Helps with feeding, dressing, and personal hygiene Understands safe and unsafe situations	Begins to attend to personal needs Shows increasing abilities in feeding, dressing, and personal hygiene Participates in safety routines	Shows increased attention to personal needs Shows increasing independence in personal care Participates in healthy care routines Pays attention to safety instructions

* Accommodations or adaptations such as use of special equipment may be required for some children.
** Toddlers should still be supervised in hand-washing for health reasons.





Infant and Toddler Early Learning Guidelines

DOMAIN 5

Approaches to Learning

DOMAIN 5

Approaches to Learning

Domain Description

This domain reflects dispositions toward learning that may or may not be a direct outgrowth of a child's temperament. Caring educators can encourage the development of each disposition, thus providing a strong foundation for later learning. The dispositions in *Approaches to Learning* include:

- **Curiosity** – Refers to the very young child's growing interest in her environment
- **Initiative** – Refers to the infant/toddler's willingness to initiate and engage in actions and interactions
- **Creativity** – Looks at the very young child's developing capacity for inventiveness
- **Persistence** – Refers to the growing motivation to continue a task until completion or mastery
- **Problem-Solving** – Looks at the ways even very young children attempt to meet their needs and wants

Domain Vignette

Two-month-old Tessa is carefully studying her hands as she waves them in front of her face. Maria, her educator, leans into view, and Tessa smiles broadly as Maria sings and talks with Tessa. Tessa reaches out to explore Maria's face, feeling her nose and chin carefully. This goes on for more than five minutes as Tessa uses her curiosity and initiative to learn more about her world. Eighteen-month-old Calvin is outdoors with his toddler group and teacher, Cheyenne. He walks unevenly around the small playground, picking up leaves and throwing them in the air. He plops down in the sand and rubs his hands across the sand, sending a small cloud of dust flying. "Should we add some water to the sand?" Cheyenne asks as she brings a pail of water to Calvin. She pours some water on the sand and Calvin reaches in and splashes in the puddle before it is soaked up. "Yay!" Cheyenne says. Calvin claps his hands and says, "More!" They repeat the pouring and splashing for a few minutes, then, as other toddlers join them, Cheyenne gets shovels for all and they dig in the wet sand. Calvin periodically picks up clumps of wet sand and squeezes it between his hands. "Now, it's wet sand, isn't it?" Cheyenne asks. "It's cool and not so dusty." "More wa-wa!" Calvin calls out, and Cheyenne pours more from the pail into the sand pile. This exploration goes on for more than 15 minutes.

*Both Tessa and Calvin are demonstrating their **Approaches to Learning** by showing curiosity in exploration and using their senses to explore their environment. They are focusing on what's interesting to them. For Tessa, it is her caregiver's face. For Calvin, it is the wet sand.*



When You Are Observing

Educators learn about children by observing them in action in many situations and experiences. Family members can contribute information to an educator's observations. They can confirm the quality and accuracy of observations by sharing what they see that may be the same or different from what the educator sees. Talking with families can be very helpful in learning more about the child's experiences outside of the early childhood program. Home visits can broaden the perspective of the early childhood professional and help her to learn more about the family's culture and values. Sensitivity and respect for family members' goals for the child will help build a partnership that will benefit the child.



Keep in Mind

Every child needs consistent, predictable, reliable, and responsive adults who are available to them both emotionally and cognitively. Nurturing and responsive relationships provide the foundation for healthy growth and development. They help children develop a sense of security and trust. Infants and toddlers learn through reciprocal communication and interactions with adults in the context of routine care, play, and within an appropriate developmental environment.

DOMAIN 5 ▶ Approaches to Learning

Component 14 ▶ Curiosity, Initiative, Persistence, and Problem-Solving

The infant/toddler demonstrates curiosity, initiative, persistence, imagination, and problem-solving in his or her everyday activities.

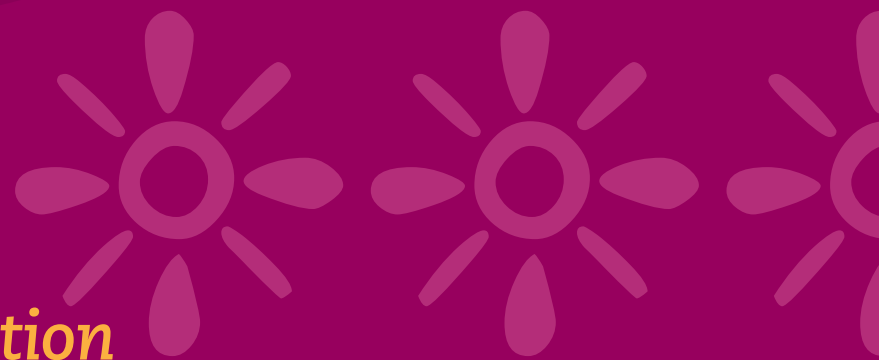
Indicators

Young Infants (Birth to 8 months)	Mobile Infants (6 to 18 months)	Young Toddlers (16 to 24 months)	Older Toddlers (24 to 36 months)
Shows curiosity and interest in people, objects, and events	Demonstrates curiosity by using senses to explore the environment	Demonstrates curiosity by using all senses to explore new things in the environment	Actively attempts to learn new things she is curious about
Begins to demonstrate initiative	Demonstrates initiative by showing likes and dislikes	Demonstrates preferences and makes independent choices	Shows initiative by making choices and taking risks
Demonstrates creativity by exploring objects in multiple ways	Uses creative expression in beginning role-play	Engages in more complex pretend play based on everyday events	Pretends and uses creativity and imagination during play
Begins to focus on interesting things: persistence	Focuses longer on interesting things	Engages in activity toward a goal	Persists toward a goal with an activity, object, or toy
Begins to use senses to solve problems	Responds to order and routine and notices changes	Demonstrates more complex problem-solving skills	Begins to find novel solutions to problems



New Mexico Early Learning Guidelines:
Birth through Kindergarten

Preschool and Kindergarten: Introduction



Introduction to the New Mexico Early Learning Guidelines for Preschool and Kindergarten

Alignment Across Systems enables educators to observe, document, and report children's growth, development, and learning using the same criteria.

Alignment Across Systems

The **New Mexico Early Learning Guidelines for Preschool and Kindergarten** have been aligned across systems serving young children in the State of New Mexico. They may be used by educators in programs including:

- New Mexico PreK
- “619” Early Childhood Special Education
- Head Start
- Child Care
- Kindergarten

This alignment enables educators who are working with children funded by multiple systems to use the **Essential Indicators of the Early Learning Guidelines** to observe, document, and report children's growth, development, and learning using the same criteria. Most importantly, this alignment provides common criteria that can be used as the foundation for appropriate planning and curriculum development for *all* children in the class, regardless of funding source.



Preschool and Kindergarten Domains

Organization and Structure

The **Early Learning Guidelines for Preschool and Kindergarten** are divided into **seven domains or areas of development**. The domains reflect universal aspects of preschool and kindergarten development. Regardless of their ethnicity, language exposure, tribal affiliation, religious upbringing, and other experiential and environmental differences, all preschoolers and kindergartners grow and develop within these domains. Domains reflect what the young child knows and is learning in key areas of development. Within each domain, 28 broad outcomes are identified.

Embedded in these broad outcomes are more specific performance indicators — observable descriptions of child behavior that demonstrate some aspect of that outcome. There are a total of 67 indicators. All 67 of these indicators should form the basis for comprehensive preschool and kindergarten curriculum planning and implementation.

The following tables show the outcomes for each domain.

DOMAIN 1

Physical Development, Health, and Well-Being

Outcomes:

- 1 ▶ Gross Motor
- 2 ▶ Fine Motor
- 3 ▶ Health and Hygiene
- 4 ▶ Safe Behaviors

DOMAIN 2

Literacy

Outcomes:

- 5 ▶ Listening and Understanding
- 6 ▶ Speaking and Communicating
- 7 ▶ Emergent Reading Skills
- 8 ▶ Emergent Writing Skills

DOMAIN 3

Numeracy

Outcomes:

- 9 ▶ Numbers and Quantities
- 10 ▶ Geometrical and Spatial Concepts
- 11 ▶ Measurement and Comparison
- 12 ▶ Ability to Investigate, Organize, and Create Representations

DOMAIN 4

Aesthetic Creativity

Outcome:

- 13 ▶ Appreciation for the Arts

Outcomes and Indicators

The outcomes and indicators in the **Early Learning Guidelines for Preschool and Kindergarten** encompass the development of the whole child. The outcomes and indicators build toward the New Mexico Kindergarten Content Standards that identify expectations for the end of the kindergarten year. These Standards are identified as the highest levels of the **Early Learning Guidelines Essential Indicators with Rubrics**. In addition, the **Early Learning Guidelines** have been aligned with the Common Core State Standards (CCSS). The correlation to specific Common Core State Standards appears on the appropriate pages in the **Guidelines** in the domains of Literacy and Numeracy.

DOMAIN 5

Scientific Conceptual Understandings

Outcomes:

- 14 ▶ Use of the Scientific Method to Investigate the Physical and Natural Worlds
- 15 ▶ Acquisition of Scientific Knowledge Related to Life Sciences
- 16 ▶ Acquisition of Scientific Knowledge Related to Earth Sciences

DOMAIN 6

Self, Family, and Community

Outcomes:

- 17 ▶ Self-Awareness
- 18 ▶ Self-Control
- 19 ▶ Personal Responsibility
- 20 ▶ Cooperation
- 21 ▶ Relationships with Others
- 22 ▶ Knowledge of Neighborhood and Community

DOMAIN 7

Approaches to Learning

Outcomes:

- 23 ▶ Curiosity
- 24 ▶ Initiative
- 25 ▶ Imagination and Creativity
- 26 ▶ Confidence
- 27 ▶ Persistence
- 28 ▶ Problem-Solving

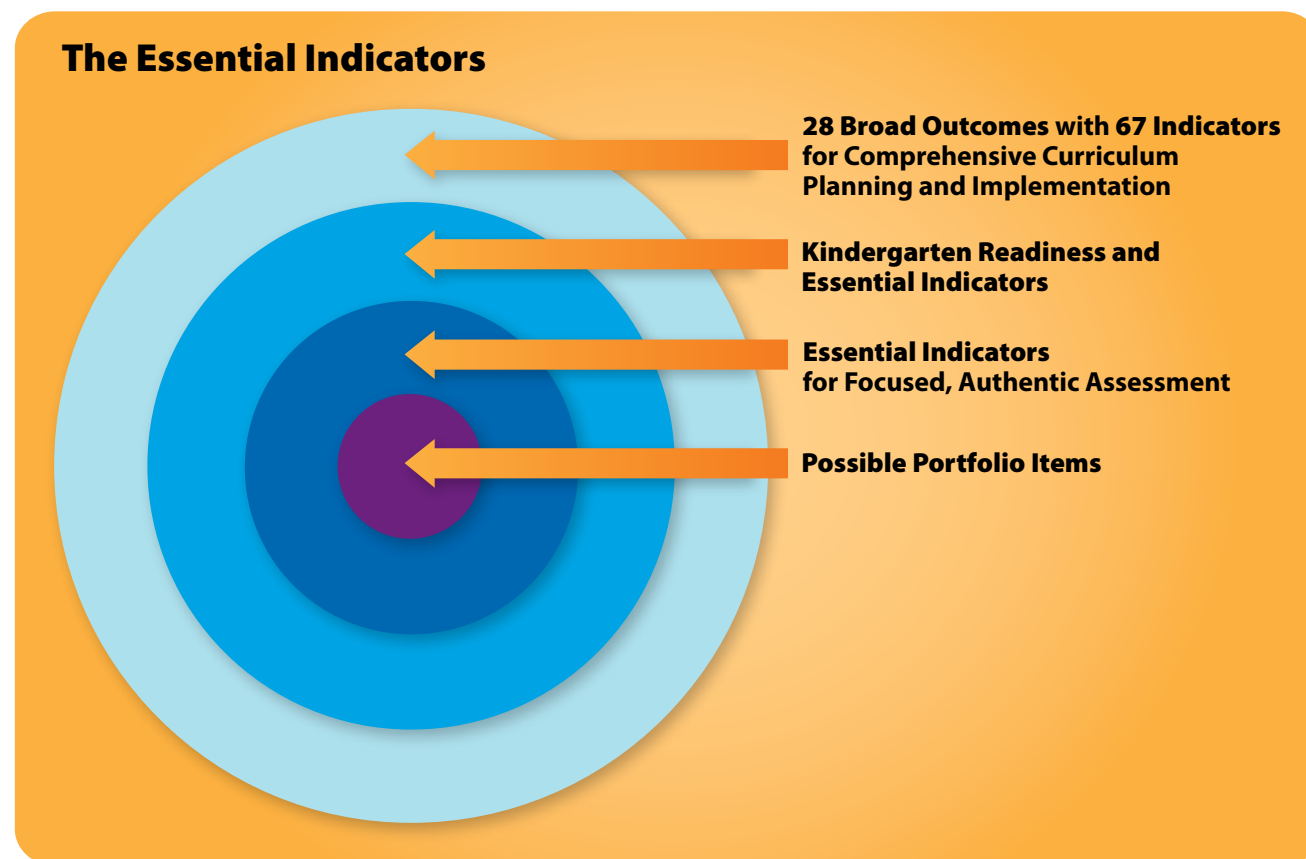


Essential Indicators

For the purpose of focused, authentic assessment, **25 Essential Indicators** (crossing the seven domains) have been selected from the full set of 67. Focusing on the **25 Essential Indicators** helps educators track each child's development and plan individualized curricular strategies. Performance levels (rubrics) have been identified from the beginning of the three-year-old year to the end of the kindergarten year. This way, educators can observe the continuum of development and begin to identify each child's performance level. Nine of the 25 indicators lend themselves to portfolio documentation. Educators are encouraged to share portfolios as well as documentation related to all 25 indicators with families, engaging them as partners. The same is true for the 33 Kindergarten Readiness and Essential Indicators.

Note: Rubrics are being developed for the additional **Kindergarten Essential Indicators**.

The graphic below demonstrates how the broad outcomes relate to the **Preschool and Kindergarten Essential Indicators**, possible portfolio items, and **Kindergarten Readiness Indicators**.



New Mexico Early Learning Guidelines

Preschool and Kindergarten Outcomes and Indicators

As active learners, young children need opportunities to observe objects, people, and events in their world, form their own hypotheses, try them out, observe what happens, and formulate their own answers. Play is children's mode of finding out about the world around them. All types of play — manipulative play, play with games, rough-and-tumble play, and socio-dramatic play — provide children with opportunities to try things out, observe what happens, and learn.

You will find all of the outcomes and indicators on the following pages with the **Preschool and Kindergarten Essential Indicators** and **Kindergarten Readiness Indicators** identified.

DOMAIN 1 ▶ Physical Development, Health, and Well-Being				
Outcome	Indicator	Preschool Essential Indicators	Kindergarten Readiness & Essential Indicators	
1 ▶ The child independently uses gross motor control, including balance, spatial awareness, and stability.	1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles, and scooters.	●	●	
	1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., "Duck, Duck, Goose"]).	●		
2 ▶ The child independently uses fine motor skills.	2.1 Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.			
	2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects, and when dressing and undressing.	●	●	
	2.3 Holds writing tool in pincer grasp to draw, scribble write, and make letter-like shapes and/or letters.			
3 ▶ The child's behavior demonstrates health and hygiene skills.	3.1 Shows increasing awareness of hygiene in hand-washing, toileting, and/or dental hygiene.			
	3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).			
4 ▶ The child demonstrates safe behaviors in increasing numbers of situations.	4.1 Identifies potentially harmful objects, substances, and behaviors.			
	4.2 Increasingly follows classroom, school, and safety rules most of the time.			



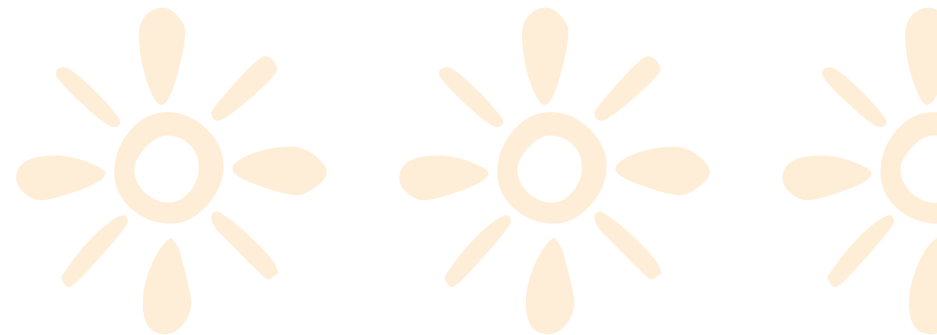
New Mexico Early Learning Guidelines

Preschool and Kindergarten Outcomes and Indicators

DOMAIN 2 ▶ Literacy			
Outcome	Indicator	Preschool Essential Indicators	Kindergarten Readiness & Essential Indicators
5 ▶ The child demonstrates development and expansion of listening skills.	5.1 <i>Listens with understanding to directions and conversations.</i>	●	
	5.2 Follows increasingly complex directions.		●
	5.3 <i>Hears and discriminates the sounds of language in words to develop phonological awareness.</i>	●	●
	5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.		●
6 ▶ The child communicates experiences, ideas, and feelings through speaking.	6.1 <i>Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences.</i>	●	●
	6.2 Asks and answers relevant questions.		
	6.3 Engages in conversations that develop a thought or idea.		
7 ▶ The child engages in activities that promote the acquisition of emergent reading skills.	7.1 <i>Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.</i>	●	●
	7.2 <i>Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.</i>	●	●
	7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).		●
	7.4 <i>Progresses in understanding and using concepts of print.</i>	●	●
8 ▶ The child engages in activities that promote the acquisition of emergent writing skills.	8.1 Experiments with a variety of writing tools, materials, and surfaces.		
	8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.		
	8.3 <i>Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.</i>	●	●

DOMAIN 3 ▶ Numeracy

Outcome	Indicator	Preschool Essential Indicators	Kindergarten Readiness & Essential Indicators
9 ▶ The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.	9.1 <i>Uses numbers and counting as means for solving problems and determining quantity.</i>		●
	9.2 <i>Uses one-to-one correspondence in counting increasingly higher groups of objects.</i>	●	●
	9.3 Recognizes some numerals.		
10 ▶ The child demonstrates understanding of geometrical and spatial concepts.	10.1 <i>Recognizes, names, describes, compares, and creates familiar shapes.</i>	●	●
	10.2 Describes and interprets spatial sense and positions.		
11 ▶ The child demonstrates an understanding of nonstandard units to measure and make comparisons.	11.1 Compares and uses language relating to time with increasing accuracy.		
	11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.		●
	11.3 <i>Demonstrates emerging knowledge of measurement.</i>	●	●
12 ▶ The child demonstrates the ability to investigate, organize, and create representations.	12.1 <i>Sorts, classifies, and groups materials by one or more characteristics (sorting).</i>	●	●
	12.2 Collects, organizes, and begins to represent in some way information about self, surroundings, and meaningful experiences.		



New Mexico Early Learning Guidelines

Preschool and Kindergarten Outcomes and Indicators

DOMAIN 4 ▶ Aesthetic Creativity

Outcome	Indicator	Preschool Essential Indicators	Kindergarten Readiness & Essential Indicators
13 ▶ The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).	13.1 <i>Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).</i>	●	●

DOMAIN 5 ▶ Scientific Conceptual Understanding

Outcome	Indicator	Preschool Essential Indicators	Kindergarten Readiness & Essential Indicators
14 ▶ The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.	14.1 <i>Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</i>	●	●
	14.2 Asks questions about the physical and natural worlds.		
	14.3 <i>Makes predictions and forms hypotheses.</i>	●	●
	14.4 Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances).		
15 ▶ The child acquires scientific knowledge related to life sciences.	15.1 Explores, observes, and describes a variety of living things and distinguishes from nonliving things.		●
	15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.		
16 ▶ The child acquires scientific knowledge related to earth science.	16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.		●

DOMAIN 6 ▶ Self, Family, and Community

Outcome	Indicator	Preschool Essential Indicators	Kindergarten Readiness & Essential Indicators
17 ▶ The child exhibits self-awareness.	17.1 Expresses needs and/or stands up for own rights.		
	17.2 Makes choices and expresses likes and dislikes.		
	17.3 Identifies own gender, family, and culture.		
	17.4 <i>Expresses cultural influences from home, neighborhood, and community.</i>	●	●
18 ▶ The child demonstrates self-control.	18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).		●
	18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.		
19 ▶ The child demonstrates personal responsibility.	19.1 <i>Cares for personal and group possessions.</i>	●	●
	19.2 Begins to accept the consequences of his or her own actions.		
20 ▶ The child works cooperatively with other children and adults.	20.1 <i>Plays and interacts with various children sharing experiences and ideas with others.</i>	●	●
	20.2 <i>Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</i>	●	●
21 ▶ The child develops relationships of mutual trust and respect with others.	21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.		
	21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.		●
	21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.		●
22 ▶ The child demonstrates knowledge of neighborhood and community.	22.1 Identifies, discusses, and dramatizes duties of a variety of common community occupations.		
	22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.		



New Mexico Early Learning Guidelines Preschool and Kindergarten Outcomes and Indicators

DOMAIN 7 ▶ Approaches to Learning				
Outcome	Indicator	Preschool Essential Indicators	Kindergarten Readiness & Essential Indicators	
23 ▶ The child is open and curious to learn new things.	23.1 Demonstrates eagerness to find out more about other people.			
	23.2 <i>Shows interest in exploring the environment, learning new things, and trying new experiences.</i>	●	●	
24 ▶ The child takes initiative.	24.1 Initiates interaction with peers and adults.			
	24.2 <i>Develops increasing independence during activities, routines, and play</i>	●	●	
25 ▶ The child exhibits imagination and creativity.	25.1 Tries new ways of doing things.			
	25.2 Uses imagination to generate a variety of ideas.			
	25.3 <i>Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.</i>	●		
26 ▶ The child shows confidence.	26.1 Demonstrates increasing self-confidence through interactions with others.			
27 ▶ The child displays persistence and pursues challenges.	27.1 <i>Focuses and completes a variety of tasks, activities, projects, and experiences.</i>	●	●	
	27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).			
28 ▶ The child uses problem-solving skills.	28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.			●

Essential Indicators with Rubrics Charts

Each domain section also includes charts for the **Essential Indicators with Rubrics** (performance levels) that are within that domain. These charts identify the broader outcome under which this indicator falls. For example, in the domain of Self, Family, and Community, the broad outcome #17 reads: “The child exhibits self-awareness.” The Indicator #17.4 describes a more specific way that a child can demonstrate self-awareness: “Expresses cultural influences from home, neighborhood and community.”

It is important to note that because of the interrelated nature of development, skills seldom appear in isolation. In the interest of simplicity, however, indicators have generally been placed in only one domain although they may have implication and connections to other domains as well.

For each **Essential Indicator**, the chart will contain the following information:

ESSENTIAL INDICATORS							
DOMAIN # ▶ Domain							
Outcome # ▶							
Indicator # ▶							
3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)

It is important to note that across any age span, indicators become more developed and may be expressed in different and more complex ways. Therefore, educators should continually observe how the young child displays his or her competence. Each child will do so in a unique way and on his or her own timetable. It is important to keep in mind that the way in which many of the indicators might be demonstrated will be influenced by the child’s home environment and the cultural values that are expressed within that environment. Because there is expected variation in how children demonstrate the indicators, users of the **Preschool and Kindergarten Guidelines** should engage in conversations with families to learn of culturally appropriate examples for each child in their program.

Organization of the Domain Sections



Early educators can support children's development by providing balanced, active learning experiences.



The next seven sections of this document present each of the domains.

Preschoolers and kindergartners grow, develop, and learn in a number of ongoing, overlapping ways. So, while the preschool and kindergarten domains in the **Early Learning Guidelines** are presented separately, they often overlap because development is a dynamic, integrated process. Early educators can support children's development by providing balanced, active, integrated learning experiences.

Each of the seven domain sections includes a domain vignette, or story, and a description of the domain. The vignette illustrates how children show aspects of that domain in a child-care program, preschool, or kindergarten classroom, or other setting. A table lists reminders about the importance of the observation and planning process, as well as the following important educator actions:

- ▶ **Watch and Listen**
- ▶ **Ask and Wonder**
- ▶ **Reflect and Plan**
- ▶ **Implement and Watch Again**

In addition, a box labeled “**When You Are Observing**” has suggestions for educators to consider as they observe children and relate their observations to the **Early Learning Guidelines**. Another box is labeled “**Keep in Mind**” with important aspects of child development and best practices in early childhood care and education that are embedded throughout the **Guidelines** document.



New Mexico Early Learning Guidelines:
Birth through Kindergarten

Preschool and Kindergarten: Indicators with Rubrics

(Note: Rubrics are being developed for the additional **Kindergarten Essential Indicators**)



*Preschool and Kindergarten
Early Learning Guidelines*

Essential Indicators with Rubrics

DOMAIN 1

Physical Development, Health, and Well-Being

DOMAIN 1

Physical Development, Health, and Well-Being

Domain Description

Young children's future health and well-being are directly related to the development and strengthening of both their large and small muscles. Motor control refers to such characteristics as balance, coordination, purposeful control, and stability of body movements and functions. Given opportunities both indoors and out to explore their world, children develop agility and strength as well as general body competence and overall autonomy. Many everyday tasks require coordination of the small muscles of the hands and fingers, including buttoning and zipping, tying shoes, manipulating small objects, using scissors and other tools, as well as using writing implements to draw and write. The goal for all children is full participation. Good physical health and motor development allow for full participation in learning experiences. Children with disabilities receive special accommodations that permit them to participate fully at their level.

Domain Vignette

In her preschool classroom for three-, four-, and five-year-olds, Olivia has a well-stocked art center with many materials and tools so that children can make their own unique creations, using their imaginations and their fine motor skills to the fullest. She has organized the area so that the children are able to choose from the shelves the materials that they want to use for their artistic endeavors and can easily put things away when they are finished. Olivia has tubs full of different colors and kinds of papers, fabrics, ribbons, and small objects (such as shells, buttons, and sequins). She has a basket filled with different kinds of scissors (including those with outer handles for an adult's hand to guide the child's) and hole-punchers. Another basket contains glue sticks as well as clear tape and masking tape. Markers, colored pencils, crayons, and pens are available. Name cards with the children's names written on them are provided so that children can label their own collages or drawings.

Olivia is observing in the art area today as three-year-old William is working alongside five-year-old Dominic. Dominic is using scissors and snipping tiny pieces of colored paper, then gluing them onto his paper. He picks up each piece using a pincer grasp. Sometimes, it takes him more than one try to do so, but he persists. Periodically, he counts the number of small pieces he has glued onto the paper. "One, two, three..." he continues counting correctly, pointing to each piece until he reaches 13. Then he says "twenty-teen."

William is also using scissors but is not being successful in cutting the paper he is holding in his hand. He turns the scissors upside down and tries that way with no luck. He puts them in his other hand (his left) and again is not successful. He pounds the table and says to Dominic, "I can't do it!" Dominic stops what he is doing and looks at William with a smile. "Sure you can, Will. Here, I'll help you." Dominic puts the scissors back in William's right hand and places his hand over William's and squeezes the scissors. A few cuts are made. "See, you can do it!" Dominic says. William is beaming with a big smile on his face. "Can I help you glue, Dominic?" William asks. "Sure!" Dominic passes some small pieces of paper to William, gets him a glue stick, and the two work side by side. William picks up the pieces by sweeping them off the table into his hand and then drops them onto a place on the paper where he has spread the glue. "Look, Dominic, I did this many." He says. Dominic asks, "How many?" William counts out loud without pointing "One, two, seven, ten! Hurray!" Both boys continue working side by side for 10 minutes.

Both William and Dominic are showing their capabilities in coordinating eye-hand movements. They are also demonstrating their conversational language skills, understanding of counting and quantity, creativity, cooperation, independence, and focus on a task.

When You Are Observing

Children show their fine motor skills in many tasks. Be alert and ready to observe when they choose to work with manipulatives like puzzles or connectors or put on their coats to go outside. Even snack time can be a time to see them use the smaller muscles of their hands as they pick up small pieces of food or coordinate their hands to pour water without spilling.

In order to observe and document the indicators in the **New Mexico Early Learning Guidelines**, teachers may need to set up opportunities for children to demonstrate them. Rather than doing so only through on-demand tasks, teachers can provide opportunities that encourage children to use specific skills and capabilities. For example, setting up an obstacle course indoors or out will encourage children to use their gross motor capabilities. Educators can also plan for experiences that are related to the indicators. For example, after reading a favorite children's book, teachers can encourage children to act out the story with puppets and thus determine the children's comprehension of the reading experience. In this way, curriculum is related to the outcomes and indicators in the **Guidelines**.



Keep in Mind

Children do not develop at the same rate or pace, but rather each does so in his or her unique way. Some children have strengths in areas that go beyond their chronological age. Most develop appropriately for their age. There are children who may not reach age-appropriate milestones and may need special interventions. The **New Mexico Early Learning Guidelines** help educators and families see an individualized picture of each child's capabilities.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 1 ▶ Physical Development, Health, and Well-Being

Outcome 1 ▶ The child uses gross motor control independently, including balance, spatial awareness, and stability.

Indicator 1.1 ▶ Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Climbs stairs independently and runs and walks easily from place to place.	Climbs familiar stairs and tries new stairs/ladders, progressing to alternating feet, and runs, walks, and jumps easily.	Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps, and marches easily.	Climbs on age-appropriate playground equipment with little adult assistance and walks, runs, jumps, marches, and hops easily.	Independently and confidently climbs on age-appropriate playground equipment and walks, runs, jumps, marches, hops, and gallops easily.	Independently and confidently climbs on age-appropriate playground equipment and skips with adult assistance and modeling.	Transitions smoothly between movements when climbing or moving (such as running into a jump) and attempts to skip independently.	Exhibits a variety of locomotor patterns (including skipping) using mature form.

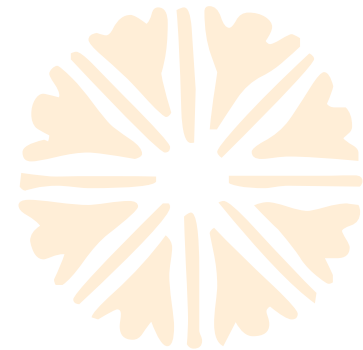
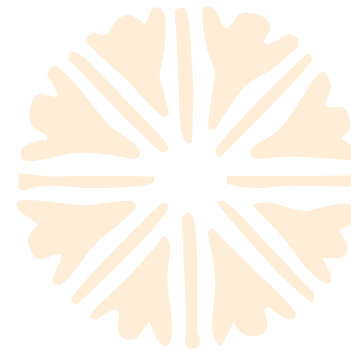
ESSENTIAL INDICATORS

DOMAIN 1 ▶ Physical Development, Health, and Well-Being

Outcome 1 ▶ The child uses gross motor control independently, including balance, spatial awareness, and stability.

Indicator 1.2 ▶ Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games i.e., “Duck, Duck, Goose”).

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Maneuvers around objects and people without bumping into them most of the time; kicks and throws a ball.	Walks along a line or beam structure with some success and attempts to catch a large ball.	Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls.	Walks forward and backward along a wide beam or line with minimal assistance and coordinates throwing and catching with a variety of sizes of balls.	Shows balance in many situations including play outdoors, ball-handling and in simple group games.	Shows balance in many situations including play outdoors, ball-handling and in simple group games; throws or kicks objects with increased accuracy.	Shows balance in many situations, moving, changing speed, direction, and pathway quickly and safely most of the time (sometimes in response to throwing, catching, and kicking balls).	Moves in different directions and makes the necessary adjustments and kicks or bats at a ball with increasing coordination.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 1 ▶ Physical Development, Health, and Well-Being

Outcome 2 ▶ The child independently uses fine motor skills.

Indicator 2.2 ▶ Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects and when dressing and undressing.

Rubric 2.2a: Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects.

Rubric 2.2b: Coordinates eye-hand movements when dressing and undressing.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Rubric 2.2a							
Works simple "insert" puzzles (e.g., completes simple puzzles, uses shape sorter box) with guidance and support from adults.	Works simple "insert" puzzles (e.g., completes simple puzzles, uses shape sorter box).	Uses larger beads or puzzle pieces but does not work with smaller pegs or items.	Uses smaller beads, pegs, or manipulatives with guidance and support from adults.	Uses a variety of manipulatives with small pieces most of the time.	Uses smaller manipulatives to create or complete designs, structures, art, or puzzles with guidance and support from adults.	Uses smaller manipulatives with control to create or complete designs, structures, art, or puzzles.	Consistently uses smaller manipulatives to create or complete complex designs, structures, art, or puzzles.
Rubric 2.2b							
Attempts to unzip, unbutton, untie, or unsnap clothing with guidance and support from adults.	Independently unzips, unbuttons, unties, or unsnaps clothing most of the time.	Attempts to zip, button, or snap clothing with guidance and support from adults.	Independently snaps, buttons, or zips clothing most of the time.	Consistently succeeds in zipping, buttoning, or snapping clothing.	Attempts to tie shoes with guidance and support from adults.	Independently ties shoes most of the time.	Consistently succeeds in tying.



*Preschool and Kindergarten
Early Learning Guidelines*

Essential Indicators with Rubrics

DOMAIN 2

Literacy

DOMAIN 2**Literacy****Domain Description**

Literacy encompasses all of the language arts: listening, speaking, reading, and writing. In the preschool and kindergarten years, children learn skills that will be the foundation for their use of language throughout their lives. These skills will help them develop both receptive and expressive vocabularies, as well as learn to read and to communicate through writing. Young children learn language by listening to others and further refine their vocabulary and understanding of the world around them by listening to a variety of books and stories. They begin to notice the sounds of language and may play with conventions such as rhyming or identifying similar sounds. They socialize through spoken language and learn to express their needs, wants, feelings, and thoughts so that they can interact with others in satisfying ways. Their home language is their primary one. As educators interact with children and families, respect and special attention is given to the home language so that each child can demonstrate his or her competence in listening and speaking to the fullest. As they listen and learn to talk, and as they are exposed to books and other reading experiences, they learn that words are meant for communication; that words represent things, ideas, and feelings; and that words help us organize our thoughts.

Domain Vignette

In Cathy's kindergarten classroom, children have many opportunities to see their names in print, as well as expectations to write their names. They sign in each morning and write their names on their papers, drawings, and art creations, and on labels for their block buildings or manipulative constructions. Name cards are available throughout the room so that children can easily see the correct formation of the capital and lower case letters in their names. And names are displayed on the helper chart and on cubbies as well. What has intrigued Cathy is not just how well each child recognizes his or her own name, but also how they are learning to figure out the names of their classmates.

Today, Marianna announced that she was going to make a post office. Cathy offered her some materials to help: envelopes, different kinds of paper and stationery, many kinds of writing tools (pens, pencils, markers, crayons), stickers for stamps, and an ink pad and stamp for cancelling postage. "We need a mailbox," Marianna said. Cathy replied, "Hmmm. I wonder how we could make a mailbox?" Several children volunteered and began to call out what was needed. Cathy found a small cardboard box. Joshua said, "We'll need a red flag to show there's mail," and went to the art area with Peter to make one. Tatiana helped Marianna organize all of the writing materials at a table. And Cathy worked with Drew and Manuel to fix up the mailbox. "Should it say 'U.S. Mail'?" she asked them. They both nodded and worked with her to sound out the letters needed on the box as Cathy wrote them. Joshua and Peter returned with a red flag and tape and affixed it to the box.



Children observe and imitate adults as they read and write. Memorizing favorite stories, using picture and context clues, and beginning to notice the characteristics of written language (both letters and words) are all part of the foundational skills that will help them learn to decode written language for themselves in the elementary years. The more exposure to reading experiences such as listening to stories and enjoying rich children's literature, the more their love of reading and comprehension skills will develop. Imitating adult writing through scribbling, forming written marks and shapes, and eventually letters and words, leads to asking how words are spelled and attempting to use writing processes to represent their thoughts and ideas and to communicate with others. And, the home language may be the first and most developed in regard to reading and writing, as well. Educators provide as many resources as possible in children's home languages.

In the preschool and kindergarten years, children learn skills that will be the foundation for their use of language throughout their lives.

"Okay, everybody," Marianna announced. "If you want to write a letter you have to come over here to the table. But if you want to mail it, you have to put it in the box. Then, the mailman will deliver the letters at circle time." "I want to be the mailman," Manuel said. Cathy asked him what he would need to be a mailman. "I need a hat and a bag." And the two of them went off to the dramatic play area to find the necessary items. "Mrs. Cathy, Mrs. Cathy," some of the children at the letter-writing table called out. "How do you spell 'Kevin'? How do you write 'my friend'?" As they sat waiting for Cathy to come over, Tatiana said, "I know. Let's get the name cards." She found them at the sign-in table and brought them over. "Here's Kevin's name." She gave it to Joe who had asked. "Who's your friend?" she asked Lilly. "You are!" Lilly replied. So, Tatiana gave her name card to Lilly.

On the stationery they wrote their own names; on the envelope they wrote the names of their friends. Some added to their letters, including drawings of hearts, suns, animals, and people. Some wrote the word "love." Letters were sealed in the envelopes. Stamps were affixed. The letters were "mailed" in the mailbox. Sure enough, at circle time Manuel was wearing a police hat from dramatic play ("But I'm really a mailman," he assured everyone.) and carried all of the letters in a large tote bag. He delivered the letters to the children named on the envelopes, asking for help when he couldn't decipher the writing. This post office play continued on and off for several weeks in Cathy's kindergarten classroom. Cathy made it more challenging by adding children's last names to a set of name cards. The children were able to write both first and last names on their letters and envelopes.

The children are showing many of their capabilities in the Literacy domain including: listening and conversing, understanding and using concepts of print, and writing meaningful print. In addition, their capabilities in other domains are evident as well. They are also demonstrating their creativity, their cooperation to extend a theme and expand on interests, their initiative, their ability to reenact real-life roles, and their ability to focus on a task.

When You Are Observing

Educators observe children all the time. Even when they are interacting with other children, helping them find materials, spell words, or complete a task, educators are taking in information about what each child is doing. To be an effective observer and to remember what each child did and/or said, educators need to write down their observations. They can't possibly document *everything* they observe — so they choose observations that are most informative, perhaps the first time a child did something, or a time a child was challenged, or a time that represents what the child typically does.



Keep in Mind

Families transmit values, beliefs, and a sense of belonging to their children. Because they do so primarily through their language, support of the development of home language is strongly encouraged by all involved in relationships with the child and his or her family. Assessment of language must be done in the language of the home.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 2 ▶ Literacy

Outcome 5 ▶ The child demonstrates development and expansion of listening skills.

Indicator 5.1 ▶ Listens with understanding to directions and conversations.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Responds appropriately to simple commands (i.e., "stop," "sit down").	Follows through with one clear, simple direction with adult help (i.e., "put this in the trash," "get your coat").	Follows through with one clear, simple direction (i.e., "put this in the trash," "get your coat").	Follows through with two clear, simple directions that involve a sequence of actions.	Follows through with more than two directions that involve a sequence of actions.	Follows through with more than two directions that become increasingly complex and may be accomplished over longer periods of time and responds to one part of a conversation appropriately.	Follows increasingly complex directions and maintains the thread of a conversation with two appropriate responses.	Follows increasingly complex directions and maintains the thread of a conversation with more than two appropriate responses.

Aligns with Common Core State Standards:

Reading Standards for Literature for Kindergarten (RL)
 Reading Standards for Informational Text for Kindergarten (RI)
 Reading Standards for Foundational Skills for Kindergarten (RF)
 Language Standards for Kindergarten (L)

Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 2 ▶ Literacy

Outcome 5 ▶ The child demonstrates development and expansion of listening skills.

Indicator 5.3 ▶ Hears and discriminates the sounds of language in words to develop phonological awareness.

Rubric 5.3a: Recognizes rhyming sounds in spoken language.

Rubric 5.3b: Knows and applies letter-sound correspondence and beginning sound-recognition skills.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Rubric 5.3a							
Participates in stories, songs, or fingerplays with rhyming words.	Repeats rhyming words in songs, poems, or stories.	Recites simple and familiar chants or rhymes.	Makes up own chants or rhymes.	Is starting to recognize rhyming sounds.	When presented with three different pairs of words, identifies those that rhyme with some adult assistance.	When presented with a small set of words, identifies those that rhyme and do not rhyme.	Independently and consistently distinguishes words that rhyme from those that do not rhyme.
Rubric 5.3b							
Participates in stories, songs, or fingerplays with word patterns.	Can repeat word patterns in songs, poems, or stories.	Repeats alliterative language.	Knows the beginning sound of his or her name.	Is starting to make letter-sound associations.	With adult assistance, makes simple letter-sound associations with beginning consonants.	Independently makes simple letter-sound associations with beginning and ending consonants.	Independently and consistently makes letter-sound associations with beginning and ending consonants.

Aligns with Common Core State Standards:

- RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

ESSENTIAL INDICATORS

DOMAIN 2 ▶ Literacy

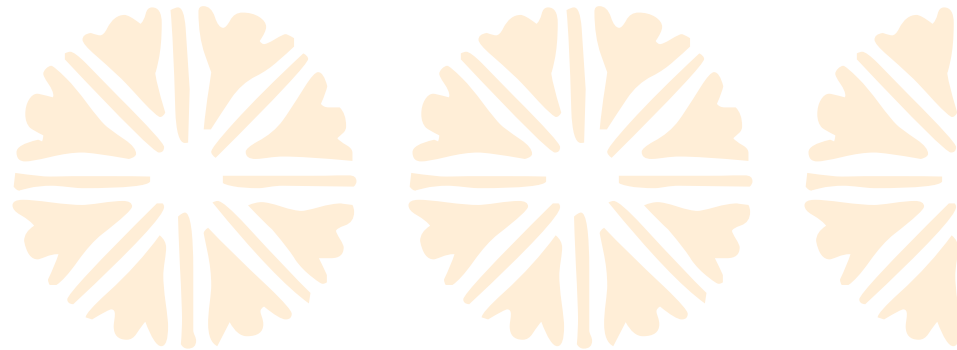
Outcome 6 ▶ The child communicates experiences, ideas, and feelings through speaking.

Indicator 6.1 ▶ Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Combines signs or words to describe what they are doing (i.e., "Me jump").	Combines three signs or words following the subject-verb-object word order.	Uses three- to four-word sentences to express self.	Uses five- to six-word sentences to express ideas.	Uses complex questions and/or statements of seven or more words to present and get information.	Uses two connected sentences to express ideas and reply with relevant information to questions and comments of others.	Uses three connected sentences to express ideas and reply with relevant information to questions and comments of others.	Uses four connected sentences to express ideas and reply with relevant information to questions and comments of others.

Aligns with Common Core State Standards:

- RL.1 With prompting and support, ask and answer questions about key details in a text.
- SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 2 ▶ Literacy

Outcome 7 ▶ The child engages in activities that promote the acquisition of emergent reading skills.

Indicator 7.1 ▶ Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Shows interest in listening to an adult read a book (not necessarily listening to the whole book) and/or looks at books.	Asks to listen to or look at the same story again and again.	Listens to an adult read a book or chooses to look at books alone or with others less frequently than every day.	Listens to an adult read a book or chooses to look at books alone or with others almost every day, making comments about illustrations.	Listens to an adult read a book or chooses to look at books alone or with others almost every day and/or looks at books using the illustrations to tell the story and/or following along with familiar text (may not be accurate).	Selects a book to read or listen to, based on favorite author or topic of interest; gives reasons for liking or disliking a book.	Selects books to read or listen to of increasing length and variety, with adult assistance, to obtain purposeful information (Example: looks for books identifying bugs following a nature walk).	Independently selects books to read or listen to of increasing length and variety to obtain purposeful information.

Aligns with Common Core State Standards:

- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.10 Actively engage in group reading activities with purpose and understanding.

ESSENTIAL INDICATORS

DOMAIN 2 ▶ Literacy

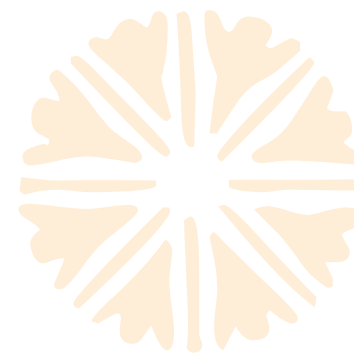
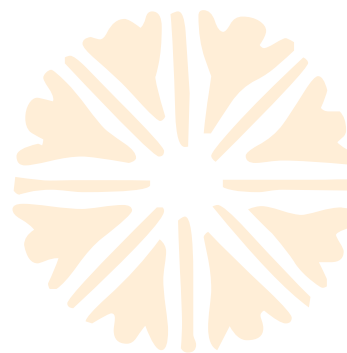
Outcome 7 ▶ The child engages in activities that promote the acquisition of emergent reading skills.

Indicator 7.2 ▶ Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Relates story content to own experiences (i.e., "Look, a dog").	Uses own experiences to make comments that may or may not follow along the story line.	Listens to stories and responds by pointing to pictures, turning pages, and/or asking simple questions.	Listens to stories and responds by asking related questions and/or making pertinent comments.	Listens to stories and responds by asking related questions and/or making predictions or retelling stories read.	Role-plays main events of a story with puppets or other props.	Demonstrates sense of story by identifying beginning, middle, end; characters; and details of plot.	Answers questions that show comprehension of a story, including problems, solutions; fantasy vs. realism; cause and effect.

Aligns with Common Core State Standards:

- RL.1 With prompting and support, ask and answer questions about key details in text.
- RL.2 With prompting and support, retell familiar stories, including key details.
- RL.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RI.1 With prompting and support, ask and answer questions about key details in a text.
- RI.2 With prompting and support, identify the main topic and retell key details of a text.
- SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS							
DOMAIN 2 ▶ Literacy							
Outcome 7 ▶ The child engages in activities that promote the acquisition of emergent reading skills.							
Indicator 7.4 ▶ Progresses in understanding and using concepts of print.							
3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Identifies print in the environment (i.e., asking "What's that say?").	Identifies own name as a whole.	Recognizes that letters of the alphabet can be individually named.	Recognizes some of the letters in his or her own name.	Recognizes letters in his or her own name and in those of classmates, as well as in environmental print.	Recognizes and names most upper and lower case letters.	Recognizes and names all upper and lower case letters.	Recognizes some common words and environmental signs by sight.

- Aligns with Common Core State Standards:**
- RF.1 Demonstrate understanding of the organization and basic features of print.
 - RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - RF.4 Read emergent-reader texts with purpose and understanding.

ESSENTIAL INDICATORS

DOMAIN 2 ▶ Literacy

Outcome 8 ▶ The child engages in activities that promote the acquisition of emergent writing skills.

Indicator 8.3 ▶ Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Makes marks or scribbles in addition to drawings.	Makes marks or scribbles in response to adult suggestions for writing.	Makes marks or scribbles and identifies them as writing.	Purposefully makes marks, scribbles, and/or letter-like shapes identifying the writing as words or print in the environment.	Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive writing, and some letters; may write some words or names.	Writes own first and last name and many additional letters of the alphabet.	Writes words using inventive (emergent) spelling with some correct letters and some approximations.	Writes some simple words using standard spelling in combination with inventive (emergent) spelling.

Aligns with Common Core State Standards:

- W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).
- W.2 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction.
- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*Preschool and Kindergarten
Early Learning Guidelines*

Essential Indicators with Rubrics

DOMAIN 3

Numeracy

DOMAIN 3**Numeracy****Domain Description**

Numeracy encompasses mathematical thinking as it is applied in meaningful and purposeful experiences in everyday life. Understanding of number and quantity is essential and goes beyond counting in depth and breadth. Children need many experiences with numbers and real objects to determine the constancy of quantities. Figuring out the numerical system happens as children learn to count one by one, as well as see the patterns in the numeric tens system. Numeracy involves the symbolic representation of numbers.

Exploring geometry by recognizing shapes and patterns in the world around them is an important part of children's growing mathematical understanding. Making comparisons related to size is the first step in learning about measurement. Mathematics includes organizing information into categories, seeing relationships between objects and identifying patterns, quantifying data, and solving problems involving time, space, and numbers. Children come to understand these concepts as they work with a variety of hands-on materials and engage in daily life routines such as cooking and cleaning up.

Domain Vignette

Two four-year-old boys, Luis and Matthew, were building in the block area. Luis had a measuring tape hanging over his shoulders. Matthew enclosed a space with layers of long wooden blocks. "This is for the lions so they can't get out," Matthew said. Luis passed more blocks to Matthew as he stacked, then started building a low wall off to the side of the lions' cage. "Look, Matt, this is gonna be really long," Luis said. Their teacher, Tina, was sitting on the floor nearby. Luis said, "Look, Tina, this is the road so the guys can bring the food to the lions." Tina replied, "That is a long road, Luis. And, I see you have your measuring tape. Are you going to measure it to see how long it is?" Luis took the measuring tape off his shoulders and laid it down along the road. "Thirty-four!" he called out. "How did you know it was thirty-four?" Tina asked. "I just know," Luis answered. "How about we lay it down with the number one at this end and hold it straight?" Tina suggested. Together they pulled the measuring tape taut and looked at the number at the other end of the road. "Twenty-six! Hey, Matt, it's 26!" Luis said. "Come do this one," Matt said, pointing to the wall of his lion cage. "Where will the end go when you measure up and down instead of on the floor?" Tina asked. Again, she assisted as they figured out the best way to measure. Several other structures were built and measured. Tina suggested that the boys might like to label those structures with their lengths and heights. They created signs with the numerals on them and taped them to each of the structures. "How do you write inches?" Luis asked and wrote the letters as Tina sounded them out for him. "I want to write 'Watch out for the lions!'" Matthew said. And Tina helped him figure out the letters needed for his sign as well. (from Gronlund, 2010, *Developmentally Appropriate Play: Guiding Young Children to a Higher Level*, pp. 149–150)

Both Luis and Matthew are showing their capabilities in the Numeracy area of measurement. In addition, their capabilities in other domains are evident. They are also demonstrating their ability to listen with understanding in a conversation, to hear and discriminate the sounds of language, to represent meaningful words in print, to communicate ideas through creative activities, to interact with other children, to try new experiences, and to focus on a task.

When You Are Observing

Remember to write down the facts — what you actually see children do and hear them say. When documenting observations, educators keep their opinions and judgments out of their written descriptions. In this way, they collect factual evidence to support conclusions about the child's performance. Educators come to those conclusions after multiple observations of the child in action so that they are sure of the child's capabilities.



Keep in Mind

Young children learn by doing. Play and active learning are the best strategies to enhance young children's development. Numeracy can be embedded in many playful activities and is best addressed through hands-on exploration with actual materials.



Numeracy encompasses mathematical thinking as it is applied in meaningful and purposeful experiences in everyday life.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 3 ▶ Numeracy

Outcome 9 ▶ The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.

Indicator 9.2 ▶ Uses one-to-one correspondence in counting increasingly higher groups of objects.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Imitates counting of objects by counting aloud with no relationship to the objects at hand.	Lines up or sorts objects one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block).	Begins to assign a number when pointing to each item while counting.	Correctly assigns a number to each item while counting five or fewer items using one-to-one correspondence.	Correctly assigns a number to each item while counting six to nine items using one-to-one correspondence.	Correctly assigns a number to each item while counting 10 objects using one-to-one correspondence.	Correctly assigns a number to each item while counting 11 to 19 objects using one-to-one correspondence.	Correctly assigns a number to each item while counting 20 or more objects using one-to-one correspondence.

Aligns with Common Core State Standards:

- K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.
- K.OA.1 Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawing to represent the problem).
- K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings), and record each decomposition by a drawing or equation (e.g., $5 = 2+3$ and $5 = 4+1$).
- K.OA.4 For any number from one to nine, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.5 Fluently add and subtract within five.
- K.NBT.1 Compose and decompose numbers from 11 to 19 into 10 ones and some further ones (e.g., by using objects or drawings), and record each composition.

ESSENTIAL INDICATORS

DOMAIN 3 ▶ Numeracy

Outcome 10 ▶ The child demonstrates understanding of geometrical and spatial concepts.

Indicator 10.1 ▶ Recognizes, names, describes, compares, and creates familiar shapes.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles).	Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help.	Distinguishes familiar shapes from one another.	Identifies some familiar shapes by name in various circumstances.	Describes and compares characteristics of shapes and creates them with a variety of materials.	Compares and sorts objects of familiar geometric shapes by common attributes and states reasons for grouping (e.g., shape, size, number of corners)	Describes, identifies, models, draws, and/or creates common two-dimensional geometric objects (with increasing accuracy (example: circle, triangle, square, rectangle, oval, rhombus)).	Describes, identifies, models, draws, and/or creates common three-dimensional geometric objects with increasing accuracy (example: cube, sphere, cone).

Aligns with Common Core State Standards:

- K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.2 Correctly names shapes regardless of their orientations or overall size.
- K.G.3 Identify shapes as two-dimensional (lying on a plane, "flat") or three-dimensional ("solid").
- K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices, or "corners") and other attributes (e.g., having sides of equal length).
- K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

Essential Indicators with Rubrics

ESSENTIAL INDICATORS							
DOMAIN 3 ▶ Numeracy							
Outcome 11 ▶ The child demonstrates an understanding of non-standard units to measure and make comparisons.							
Indicator 11.3 ▶ Demonstrates emerging knowledge of measurement.							
3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Identifies objects as big or small.	Identifies objects that are similar in size of length.	Sorts objects that are similar in size and length.	Sorts objects that are similar and different in size, length, weight, or capacity.	Uses words to describe a measureable property (e.g., size, length, weight, or capacity).	Uses words to compare two objects on a measurable property (e.g., bigger/smaller, longer or taller/shorter, heavier/lighter, more full/less full).	Orders four or more objects by a measureable property (e.g., size, length, width, weight, or capacity).	Explores the uses of measurement tools (e.g., ruler, scale, or measuring cup).

Aligns with Common Core State Standards:
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

ESSENTIAL INDICATORS

DOMAIN 3 ▶ Numeracy

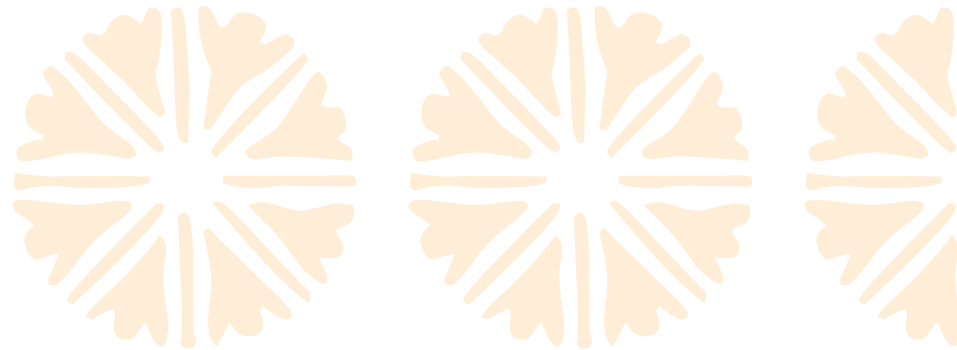
Outcome 12 ▶ The child demonstrates the ability to investigate, organize, and create representations.

Indicator 12.1 ▶ Sorts, classifies, and groups materials by one or more characteristics.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Identifies two objects or pictures that are the same.	Identifies two objects or pictures that are the same and eliminates ones that are different from this group.	Sorts or matches objects that are identical.	Sorts items into small number of groups based on similar attributes.	Given a collection of items, determines a classification scheme that creates a group for every item and tells about the groups.	Recognizes and creates simple alternating patterns (e.g., blue block/red block/blue block/red block).	Extends a three-element pattern started by others (e.g., red tile/blue tile/yellow tile, child adds red tile/blue tile/yellow tile...).	Orders objects in a complex three-element design of his/her own creation (example: strings various shapes and colors of wooden beads in a repeating series... red cube/red cube, blue ball, green cone, red cube/red cube, blue ball, green cone).

Aligns with Common Core State Standards:

- K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
- RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.





*Preschool and Kindergarten
Early Learning Guidelines*

Essential Indicators with Rubrics

DOMAIN 4

Aesthetic Creativity

DOMAIN 4

Aesthetic Creativity

Domain Description

The arts provide a vehicle and an organizing framework for children to express their ideas, knowledge, and feelings. Music, movement, drama, and visual art stimulate children to use words, manipulate tools and media, and solve problems in ways that are aesthetically pleasing and simultaneously convey meaning.

Through experimenting with sounds, colors, forms, motion, and words, children communicate in ways that are distinctly their own and that reflect their unique approaches to learning. Each painting, dramatic play scenario, and improvised tune provides educators and families with insights into a child's interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.

Domain Vignette

Three-year-old Austin was playing in the dramatic play area. He draped several scarves around his neck, put a hat on his head, and a bag over his shoulder. "Hey, teacher, want to see my angry dance?" He then began to stomp his feet and sing at the top of his voice, "I'm mad. I'm mad! Not sad. I'm mad." He marched around the room continuing to sing and stomp until he reached the balance beam. He stopped singing and climbed onto the balance beam, walking carefully without falling across it. When he stepped off, he resumed his "angry dance and song" until he came to the teacher. "See?" he said. "That's the angry dance. You have to make your face look like this. My mom showed me. Sometimes we do a sad dance, too. Then, you look like this." He made a sad face and returned to the dramatic play area.

Austin is showing his capability to express feelings creatively through movement and song. In addition, his capabilities in other domains are evident as well. He is also demonstrating his ability to use gross motor control, coordination, and balance; to converse in his home language; to share information about his own family; to play alone; and to take initiative.



When You Are Observing

Young children demonstrate their skills in many ways, but rarely in isolation. They often combine and integrate what know and can do. Then, they apply concepts and skills as they go about creating a painting, building a structure, acting out a role-play, or trying to put together connecting blocks. Educators look for the ways that children use and apply their and understandings and document their observations with written descriptions, photographs, and work samples. The photo of block construction along with a description of how the child went about building it is a wonderful way to capture a child's capabilities!



Keep in Mind

The information gained through authentic, observational assessment related to the guidelines is used to inform families and plan individualized curriculum activities and strategies to help each child grow and develop. A cycle of observation/documentation, planning, and implementation is the basis for all curricular planning. Educators implement strategies and modify activities to better meet the needs of each child based on documented observations of each one's successes and challenges.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 4 ▶ Aesthetic Creativity

Outcome 13 ▶ The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).

Indicator 13.1 ▶ Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Participates in simple creative activities for sensory experience and/or exploration.	Participates in more complex creative activities for sensory experience and/or exploration.	Communicates one simple idea or feeling through creative activities.	Communicates two ideas or feelings through creative activities.	Communicates a more complex combination of ideas or feelings through creative activities.	Communicates details about personal creations that show understanding of the medium with adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization).	Communicates details about personal creations that show understanding of the medium with minimal adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization).	Makes personal creations that combine different media with minimal adult help (i.e., drawing or painting to represent the sounds of music; creating props to accompany a dramatization).

You may want to consider not assigning a rubric rating to a child's creativity and instead collecting an observation or work sample that demonstrates HOW each child shows his or her creativity.



*Preschool and Kindergarten
Early Learning Guidelines*

Essential Indicators with Rubrics

DOMAIN 5

Scientific Conceptual Understandings

DOMAIN 5

Scientific Conceptual Understandings

Domain Description

For young children, the world is their laboratory. They explore nature and learn about physical properties. They wonder at the night sky and make observations about changes in the weather. They use their senses to explore and experience the capabilities of their own bodies. They observe, question, investigate, and interpret the infinite possibilities of the world around them. In preschool and kindergarten, foundational scientific skills are developed as children have varied opportunities to observe, manipulate, listen, reflect, problem-solve, make inferences, and draw conclusions. They begin to develop hypotheses and set up experiments to learn scientific concepts and build understanding of their world.

Domain Vignette

In his preschool classroom, Jeff noticed that the children's block play was not quite as complex as it had been in the past. He had taught the children how to make ramps with the blocks and watched them as they rolled cylindrical blocks and various small vehicles down them. But, they didn't seem to know what else to do at that point. And only a few children remained with the activity for any length of time. Jeff decided to introduce a challenge at the block area and see whether that might bring about higher levels of engagement.

As he introduced the play areas and activities the next day, he posed this question to the group: "In the block area today, I have a challenge for you. If we changed the surface of the ramps you've been building, I wonder if that will change how far and fast things roll down your ramps? I'll need people who are interested in this challenge to choose blocks and come see what materials I have to challenge your thinking." At the block area, he helped the children get two ramps built quickly. Then, he showed them the following items: aluminum foil, a carpet mat, a large piece of sandpaper, and a piece of satin fabric. Jeff said, "My challenge to you is: What do you think will happen if we place these different textures on the ramps? Will our blocks and cars roll faster and farther? Or, will they roll slower and not as far?" The children felt the textures, made predictions, and conducted experiments to see what would happen. Jeff was able to keep this challenge going throughout the week so that all of the children who were interested in participating had an opportunity to do so. He helped them throughout, and even kept a chart recording their findings. (from Gronlund, 2010, *Developmentally Appropriate Play: Guiding Young Children to a Higher Level*, pp. 156–157)

Through this experience, the children are showing their capabilities in the Scientific Conceptual Understandings area of sensory investigation, making predictions, and forming hypotheses. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to listen with understanding to directions, to converse in their home language, to use measurement vocabulary, to try new experiences, and to focus on a task.

When You Are Observing

Tying observations to the **Early Learning Guidelines** helps educators determine what the child can do. By knowing what comes next in the developmental continuum, an educator can plan activities that challenge the child at just the right level for him or her. Then, she can provide scaffolding activities and support to help the child move toward those next steps. The **Early Learning Guidelines** are the criteria by which educators can determine what their observations are telling them about each child's performance and plan curriculum accordingly.



Keep in Mind

From birth through the kindergarten year, young children are growing, developing, and learning. They are gaining foundational skills that will serve them as they move into more rigorous and focused studies in the primary grades. They learn within the context of relationships with families and educators. When feeling safe and secure they are willing to try new things, take risks, and gain new skills.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 5 ▶ Scientific Conceptual Understandings

Outcome 14 ▶ The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.

Indicator 14.1 ▶ Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement.	Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement.	Uses obvious sensory information to explore the world, reacting more physically than verbally.	Uses one sense (such as sight only or smell only) in a sensory experience, making one or two simple comments describing the experience.	Uses two or more senses (such as both sight and smell or both hearing and touch) to explore the world and makes one or more detailed comments describing sensory experiences.	Conducts small hands-on / multisensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw conclusions.	Conducts small hands-on/ multisensory experiments with adult guidance and records observations and conclusions through pictures, drawings, or dictations.	Conducts small hands-on/ multisensory experiments with adult guidance and records observations and conclusions through pictures, drawings, dictations, and numbers or symbols on graphs and charts.

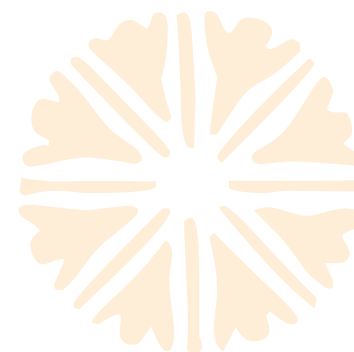
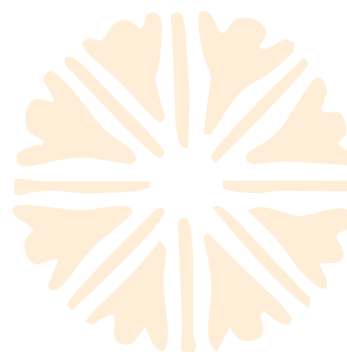
ESSENTIAL INDICATORS

DOMAIN 5 ▶ Scientific Conceptual Understandings

Outcome 14 ▶ The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.

Indicator 14.3 ▶ Makes predictions and forms hypotheses.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Asks "why?" and other simple questions for adult explanations about things observed.	Asks "why?" and other simple questions for adult explanations about things observed and explored through additional senses.	In a science or nature experience, guesses at what will happen next with no relation to the experience.	In a science or nature experience, makes a prediction or guess that is related to the experience.	In a science or nature experience, makes one or more predictions and gives reasons for predicted result.	Develops plans with teacher assistance for testing prediction or hypothesis and tries out ideas.	Independently develops plans for testing prediction or hypothesis and tries out ideas.	Develops alternative hypothesis based on testing results when initial prediction/hypothesis is found to be inaccurate.





*Preschool and Kindergarten
Early Learning Guidelines*

Essential Indicators with Rubrics

DOMAIN 6

Self, Family, and Community

DOMAIN 6

Self, Family, and Community

Domain Description

The Self, Family, and Community domain encompasses what is traditionally learned in social studies experiences in the elementary years. For young children, their foundation for learning in social studies begins with their personal experiences and understanding of their relationship to home and family. Culture, heritage, home language, values, and traditions all play very important roles in the child's growing sense of self. As they move on in the preschool and kindergarten years, their understanding moves beyond just self and family and gradually expands to include the people they meet in their school, neighborhood, community, and the larger world.

This domain includes social and emotional development, which is critical to lifelong learning and well-being. Research indicates clearly that children who develop self-confidence and positive social skills early in life are more successful learners later on (National Research Council and Institute of Medicine 2000). This competence is nurtured in an environment that affirms children as individuals and as participants in their community, helping them to learn to get along with others and demonstrate personal responsibilities.

Domain Vignette

Sarine, an English speaker, announced to her friends, Melissa and Tina, that they were going to have a birthday party. They often played together with Sarine in the play leader role. All three girls spoke English. Tina was bilingual and Sarine spoke a little Spanish. Dominga, the assistant teacher, was nearby and commented in Spanish about the girls' plans. "You be the birthday girl," Sarine said to Dominga. Dominga sat down at the table in the play kitchen and the girls adorned her with scarves and jewelry. Soon other children joined the party. Many of them spoke only Spanish. Play food items, pots and pans, dress-up clothes, and other items from around the classroom were piled on the table in front of Dominga as her presents. Finally, Dominga said, "No mas," and led the group in singing "Las Mañanitas," the birthday song in Mexico. Dominga thanked everyone in both English and Spanish for her beautiful gifts and party. Then, the children spent time putting each item back in its place. (from Genishi and Dyson, 2009, *Children, Language and Literacy: Diverse Learners in Diverse Times*, pp. 61–62)

The children are showing their capabilities in the area of Self, Family, and Community, including their expression of cultural influences from their families, playing and interacting with other children, and caring for group possessions. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to converse in their home language, to be creative, and to role-play real-life experiences.



When You Are Observing

Educators learn about children by observing them in action in many situations and experiences. Talking with families can be a very helpful way to learn more about the child's experiences outside of the early childhood program. Home visits can broaden the perspective of the educator and help her learn more about the family's culture and values. Sensitivity and respect for family members' goals for the child will help build a partnership that will benefit the child.



Culture, heritage, home language, values, and traditions all play very important roles in the child's growing sense of self.

Keep in Mind

Consideration of each child's unique circumstances, respect for each family, and cooperative engagement between families and educators is critical to children's academic success and later school achievement. Creating partnerships with families is a way to ensure that children are provided with the best learning experiences at home and at school.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 6 ▶ Self, Family, and Community

Outcome 17 ▶ The child exhibits self-awareness.

Indicator 17.4 ▶ Expresses cultural influences from home, neighborhood, and community.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Identifies family members.	Names family members.	Shares information about own family members.	Shares information about his or her community (such as school, neighborhood, and/or church).	Begins to share information about his or her family's cultural knowledge, beliefs, values, and/or customs (beyond common holiday traditions).	Frequently shares information about his or her family's cultural knowledge, beliefs, values, and/or customs (beyond common holiday traditions).	Identifies family customs and traditions and explains their importance (beyond common holiday traditions).	Begins to show interest in and appreciation for other people's customs, beliefs, and/or values.

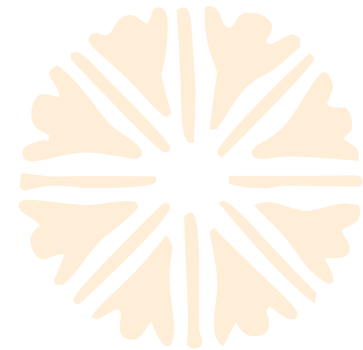
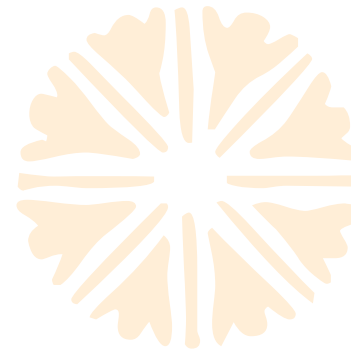
ESSENTIAL INDICATORS

DOMAIN 6 ▶ Self, Family, and Community

Outcome 19 ▶ The child demonstrates personal responsibility.

Indicator 19.1 ▶ Cares for personal and group possessions.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Responds to directions from adults to put items away or to be careful with group possessions some of the time.	Responds to directions from adults to put items away or be careful with group possessions most of the time.	Places personal items in own cubby (backpack, jacket, shoes, etc.) and participates in cleanup time with adult help.	Places personal items in own cubby without assistance (but may need reminding) and participates in cleanup time with some independence and some adult help.	Places personal items in own cubby without assistance and participates in cleanup time independently (without adult help) almost every day.	Routinely demonstrates responsibility for care of classroom environment.	Engages peers to assist with care of classroom environment	Consistently shows respect for classroom property and the possessions of others by exercising reasonable care and returning found items to their proper places/owners



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 6 ▶ Self, Family, and Community

Outcome 20 ▶ The child works cooperatively with other children and adults.

Indicator 20.1 ▶ Plays and interacts with various children, sharing experiences and ideas with others.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Plays alone or watches other children most of the time.	Observes and imitates other children's activities most of the time.	Plays alongside other children (rather than interactively) most of the time.	Interacts with other children sharing objects and talking back and forth as they play for several minutes without cooperative idea-sharing.	Interacts with other children, sharing objects, conversation, and ideas to cooperate in play activities.	Develops and/or extends themes in cooperative work/play activities.	Understands that "fairness" requires taking turns, being leader and group member in cooperative play and work.	Shows understanding of "fairness" by actively participating in cooperative play and work projects whether role is that of leader or group member (e.g., is able to accept direction from peer when in "member" role and is able to provide positive direction when in "leader" role)

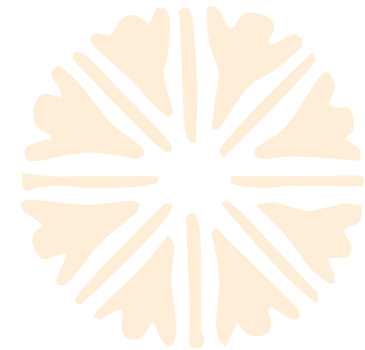
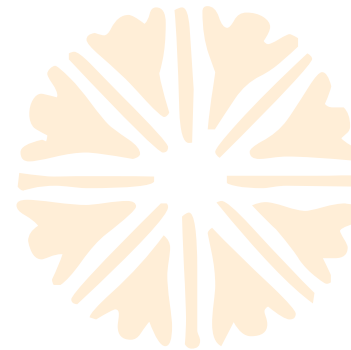
ESSENTIAL INDICATORS

DOMAIN 6 ▶ Self, Family, and Community

Outcome 20 ▶ The child works cooperatively with other children and adults.

Indicator 20.2 ▶ Uses and accepts negotiation, compromise, and discussion to resolve conflicts.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Waits for something he or she wants to have or do only with adult help.	Can wait for something he or she wants to have or do without adult help some of the time.	Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher talk and assistance.	With teacher guidance, generates own ideas of appropriate ways to handle conflicts and comes to an agreeable solution.	Tries to work through conflicts with peers in appropriate ways (may or may not end up needing teacher help).	More frequently initiates and successfully completes conflict resolution with minimal adult assistance.	Typically initiates and completes peer-to-peer conflict resolution successfully, independent of adult assistance.	Consistently initiates and completes peer-to-peer conflict resolution successfully, independent of adult assistance.





*Preschool and Kindergarten
Early Learning Guidelines*

Essential Indicators with Rubrics

DOMAIN 7

Approaches to Learning

DOMAIN 7

Approaches to Learning

Domain Description

Approaches to learning include the ways in which a child acquires and understands knowledge and applies that knowledge in meaningful ways. The child's disposition to try new things, to take initiative, and to stay with a task even in the face of challenges are all essential elements of success for students in academic endeavors. Preschool and kindergarten children are beginning to develop these dispositions as they enter into school experiences and learn more about themselves as learners.

Each young child's approaches to learning is unique. Cultural background and experiences contribute to a child's approach to tasks and should be validated and respected. A well-planned learning environment, carefully designed activities, and positive educator/child interactions support children's willingness to explore their environment, try new experiences, and gain persistence in completing projects. Adults must ensure that every child has the opportunity to develop knowledge and skills to a new level of mastery.

Domain Vignette

Three four-year-old boys were invited by their teacher, Gina, to sort colored bears into round sorting trays with multiple compartments. As long as she was there with them, they cooperated in the sorting activity, talking about the colors of the bears as they sorted them. After five or six minutes, as she moved on to help in another area of the classroom, their interaction with the bears changes. "Hey, I know," says Alec. "Let's see who can throw them into the tray!" The boys move the trays to the opposite end of the table and begin to throw the bears. Their initial throws involve aiming for the small compartments. As bears fly across the table and land in the compartments, some of them bounce out again onto the table from the force of the throw. The boys laugh hysterically, and continue to throw the bears harder and harder. Their laughter grows louder by the minute. Soon, bears are flying across the table and onto the floor. The boys' laughter is high-pitched. They pound on the table and lay across it as each bear lands. (Gronlund and James 2008, 50)

Gina moves across the room and says to the boys, "It's gotten very loud over here. And I see that you're throwing the bears instead of sorting them." The boys stop throwing but still giggle. She continues, "It looks to me like you wanted to do something different with the bears. That's okay. But throwing them into these small compartments probably isn't safe. What are some other things that you might do with the bears?" The boys look at her blankly, and Noah says, "I don't know." Gina says, "I wonder if you might like to practice throwing with something else, like beanbags and soft balls. We could set up a hoop as the target over there across the room. You could try throwing from different distances and see how many times you could get the beanbags and balls inside the hoop. What do you think?" Noah and his friends yelled out, "Yeah! Let's do that." Gina suggested that they clean up the bears first, then help her get out the throwing items and hoop. She then supervised as they played the throwing game. (from Gronlund, 2010, *Developmentally Appropriate Play: Guiding Young Children to a Higher Level*, pp. 83–84)

The boys are showing their capabilities in the area of Approaches to Learning, including their interest in exploring the environment and developing independence that still needs some adult help. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to sort and classify objects, to use negotiation and conflict resolution [again with adult help], and to throw objects.

When You Are Observing

Some of the indicators in the **Early Learning Guidelines** can be observed quickly by educators and the child's performance can be documented with a checkmark or a "Yes" or "No." Other indicators must be observed multiple times so that an educator can build a case about how the child goes about showing that set of skills or capabilities. The documentation for these indicators will include written descriptions of what the child did and/or said and may be accompanied by a photograph or work sample. It's important for educators to think about which indicators are best documented in these different ways.



Keep in Mind

Every child needs consistent, predictable, reliable, and responsive adults who are available to them both emotionally and cognitively. Nurturing and responsive relationships provide the foundation for healthy growth and development. They help children develop a sense of security and trust. Preschoolers and kindergartners learn with caring educators guiding and facilitating play and investigative experiences, as well as large and small group activities.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 7 ▶ Approaches to Learning

Outcome 23 ▶ The child is open and curious to learn new things.

Indicator 23.2 ▶ Shows interest in exploring the environment, learning new things, and trying new experiences.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Explores new objects while playing.	Explores new objects while playing and identifies favorite familiar activities.	Shows interest in exploring the environment, often choosing favorite familiar activities, trying new experiences only with adult encouragement.	Shows interest in exploring the environment, choosing favorite familiar activities, and trying one or two new experiences independent of adult encouragement.	Shows interest in exploring the environment, often trying new experiences independent of adult encouragement.	Initiates an ongoing interest in finding out more about own environment and trying new experiences.	Partners with another child to expand interests and experiences.	Independent of adult assistance, organizes a small group to explore the environment for a specific purpose or to complete a specific task.

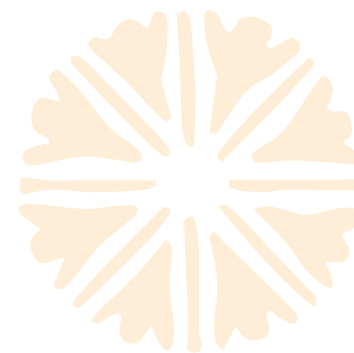
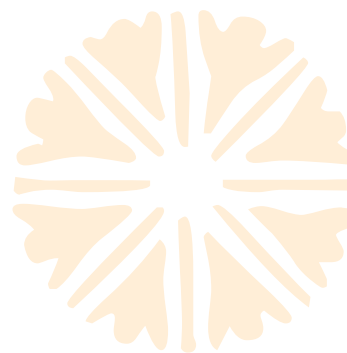
ESSENTIAL INDICATORS

DOMAIN 7 ▶ Approaches to Learning

Outcome 24 ▶ The child takes initiative.

Indicator 24.2 ▶ Develops increasing independence during activities, routines, and play.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Starts activity only after an adult makes suggestions.	Starts activity after an adult makes suggestions, some of the time.	Needs extensive adult help during activities, routines, and play.	Needs less adult help during activities, routines, and play.	Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed.	Demonstrates independence during activities, routines, classroom transitions, and play most of the time.	Assists others during activities, routines, transitions, and play before calling on adult for help.	Creates own plan or routine; selects materials and sustains attention until project/task is completed.



Essential Indicators with Rubrics

ESSENTIAL INDICATORS

DOMAIN 7 ▶ Approaches to Learning

Outcome 25 ▶ The child exhibits imagination and creativity.

Indicator 25.3 ▶ Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.

3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Interacts with dolls, stuffed animals, or props in pretend play.	Adds dress-up clothes or other items to pretend play.	Imitates real-life roles and experiences in simple role plays.	Incorporates one or two social behaviors observed in adults and expression of one or two feelings in role-playing real-life roles and experiences.	Incorporates more than two social behaviors and/or expression of more than two feelings when role-playing real-life roles and experiences so that a more complex story is dramatized.	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children.	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children and begins to sustain the role-play across more than one day.	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children and makes plans to sustain the role-play across more than one day.

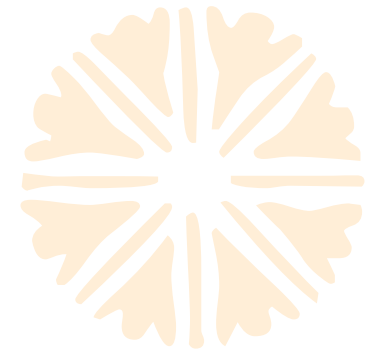
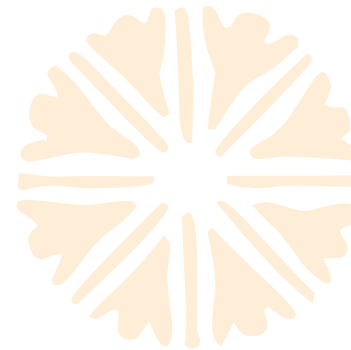
ESSENTIAL INDICATORS

DOMAIN 7 ▶ Approaches to Learning

Outcome 27 ▶ The child displays persistence and pursues challenges.

Indicator 27.1 ▶ Focuses and completes a variety of tasks, activities, projects, and experiences.

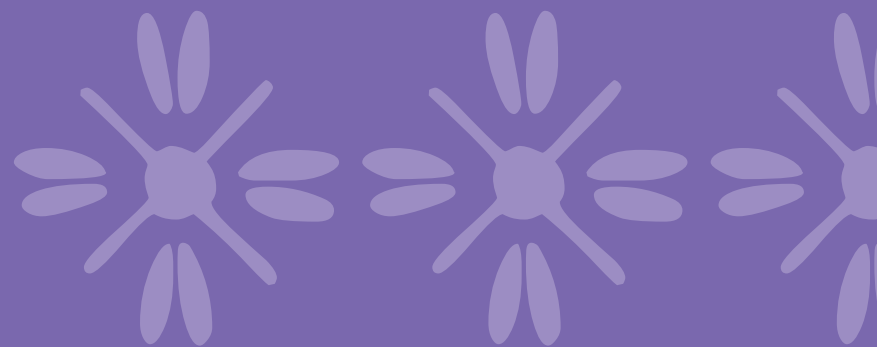
3-Year-Old Rubrics			4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics		
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Shows interest in favorite child-initiated activities over and over again.	Begins to show interest in adult-initiated activities.	Stays with a task for up to five minutes; may give up when problems arise.	Stays with a task for five to 10 minutes and attempts to solve problems that arise.	Stays with a task for more than 10 minutes and attempts to solve problems that arise.	Stays focused on an activity for more than 10 minutes and ignores most distractions.	Utilizes multiple strategies in completing a task.	Utilizes multiple strategies in completing a task and expresses satisfaction when done.





New Mexico Early Learning Guidelines:
Birth through Kindergarten

Appendices



Appendix A

Definitions



Assessment Portfolio: A selection of factual, descriptive observation notes (that may be accompanied by photographs or work samples) tied to early learning indicators and collected at least twice a year to document a child's progress.

Authentic Assessment: Assessment of children involving two processes:

1. The gathering of information (through educator observation and documentation of children engaged in everyday routines and activities, play, projects, and through parent interviews).
2. The evaluation of the information gathered.

Caregiver: An adult who cares for a young child; may include an educator or a family member.

Component: One aspect of learning and development within a domain.

Criterion-Referenced Assessment Process: Educators determine children's performance related to accepted criteria (such as the indicators in the **New Mexico Early learning Guidelines**) through observation that is supported through anecdotal documentation as well as work sampling.

Domain: A broad category of children's learning and development.

Early Learning Guidelines: Expectations about what typically developing children should know (understand) and do (competencies and skills) across different domains of learning. (National Infant & Toddler Child Care Initiative and National Child Care Information Center 2005)

Educator: An early childhood professional working with young children in any early childhood setting (for example, Family Child Care, Center-Based Child Care, Home Visiting, Early Intervention, Early Head Start, Head Start, PreK, Early Childhood Special Education, Preschool, and Kindergarten).

Indicator: Observable behaviors or skills of children in relation to a specific outcome.

Milestones: Developmental accomplishments of children.

Outcome: What we would reasonably expect a typically developing child to know, be able to do, and the dispositions we would expect that child to have by a particular age.

Program Standards: Requirements established by entities such as child care licensing, Early Head Start, and NAEYC that focus primarily on environment, adult behaviors, and program administration.

Rubrics: Clearly defined levels of performance showing small steps of progress moving from less to more complex capabilities.

Strategies/supports: Some ways adults can interact with children to nurture their learning and development.

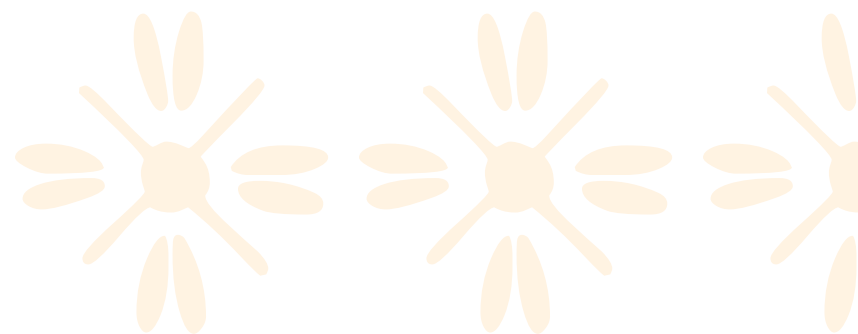
Appendix B

Crosswalks and Alignments

The **New Mexico Early Learning Guidelines** have been crosswalked and aligned with the following documents, assessment tools, and curricula:

- Head Start Child Development/Early Learning Framework
- Mind in the Making — Seven Essential Life Skills
- Creative Curriculum
- New Mexico Content Standards for Kindergarten
- Common Core State Standards for Kindergarten

The crosswalk and alignment documents can be found at www.NewMexicoKids.org. Click on **New Mexico Early Learning Guidelines**.



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