

Item II-F (Continued) Adults create a sensitive and responsive learning environment for all children.

SCORE	Levels	Notes:	Evidence:
<p>ROW 3</p> <p style="border: 1px solid black; padding: 2px; display: inline-block;">2</p>	<p>Adults encourage children by providing positive feedback on individual children's efforts.</p> <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Examples of positive feedback on effort:</p> <ul style="list-style-type: none"> ○ "I saw you working hard on that puzzle all by yourself." ○ "I see you mixed colors together to make pink. How did you do that?" ○ "I noticed you helping Jill clean up all of those blocks. That was very helpful." ○ "Cleaning up that mess all by yourself took a lot of work. Thank you." <p>Examples of praise (not positive feedback on effort):</p> <ul style="list-style-type: none"> ○ Giving high-fives and thumbs-up. ○ "Good job!" ○ "Oh, that's beautiful!" ○ "You're so smart!" ○ "Everyone did a great job!" 	<p>free-draw free-draw</p> <p>"What did you draw?" Child shows picture to T T "Where is your shirt?" Child explains clothes in picture T "Wow, you worked really hard on that." T "Oh wow you, I like all those colors you used!" T "I can see you worked really hard on it!"</p>

Item II-G (Continued) Adults encourage and support children to make plans and reflect upon their work.

SCORE		Levels	Notes:	Evidence:
<p>Row 2</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 10px;">2</div>	<p>Adults encourage and support children to reflect upon what they did during child-initiated activities and intentionally scaffold each child's reflections by encouraging each child to expand upon his or her reflections, such as telling the sequence of events, the steps taken to complete the plan, or if the child played alone or played with others.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring notes: To score a 4, there must be specific evidence that adults encourage children to expand upon their reflections such as in the examples below.</p> <p>Adults may prompt children in a variety of ways, and children may not necessarily respond. If this happens, a score of 2-4 is still acceptable.</p> <p>Examples of reflecting upon child-initiated activities:</p> <ul style="list-style-type: none"> ○ Children tell adults what they played with. ○ Children point to what they played with. ○ Children tell what they would do differently next time they build a tower. ○ A child explains what he or she liked or didn't like about creating a puppet show to another child. ○ A child tells about the part he or she played in creating a project and whether he or she would play that part again. <p>Examples of ways to encourage children to expand their plans:</p> <ul style="list-style-type: none"> ○ Asking children questions about their plans, such as "What materials did you use?" ○ Having children tell an adult each step they did to complete their plan. ○ Asking children if they played alone or with others and whom they played with and why. 	<p>recall - phone used ch one at time call T. Take turns T tells ch at her table "My friend forgot where he played today. Can any of you tell me, did anybody see ch2 today playing?" Ch3 "I saw him playing in the the kitchen" T ch1, "so what did you do in the kitchen?" Ch1 "I fixed something." T "what did you get to fix?" C "I fixed the sink" T "how did you fix it?" T "Where did you go for free choice today?" Ch4 "I played w/ blocks in sand" T "What did you do in the sand?" Ch shows T toys used in sand T, "How did you play with it?" Shows her.</p>

Item II-1 Adults support children's mathematics development throughout the day.

Evidence:	Notes:	Levels	SCORE	ROW
	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Example in the context of conversation: Child asks, "How many more minutes until we go home?" The teacher holds up three fingers quickly, and the child moans, "Three more minutes."</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Adults support and intentionally scaffold children's development in subitizing* during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p> <p>Subitize — from the Italian word <i>subito</i> meaning "rapidly." Children who subitize can, at a glance, tell you how many objects there are in all. It is difficult to subitize more than five objects. Subitizing is fundamental to understanding cardinality.</p>	<p>ROW 1</p> <p style="text-align: center; border: 1px solid black; width: 30px; margin: 0 auto;">1</p>
<p>choice time @ water table, CHI has balls in cup T asks "can you count them", CHI picks up balls one at a time counts. 1, 2 T shows him to pick up and put into another container. T picks up balls and counts asks boy "can you help me?" He says "3, 4, 5, 6, 7, 8" T asks "so how many eyeballs do we have?" "Child" says # after child.</p>	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Example in the context of conversation: Child asks, "How many animals are there in my zoo? One, two, three, four..." The teacher watches the child miscounting and says, "Let's count them together." Both teacher and child say, "One, two, three, four, five, six," while the teacher touches each corresponding animal when saying a number word.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Adults support and intentionally scaffold children's development in one-to-one correspondence during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p>	<p>ROW 2</p> <p style="text-align: center; border: 1px solid black; width: 30px; margin: 0 auto;">2</p>

Evidence:	Notes:	Levels	SCORE
<p>If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Scoring note:</p> <p>Example in the context of conversation: A child says, "I am counting the steps on the slide." The teacher watches the child count seven steps. When done, the teacher asks, "How many steps were there in all?" The child answers, "One, two, three, four, five, six, seven." The teacher replies, "There are seven steps on the slide."</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Adults support and intentionally scaffold children's activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p>*Cardinality — refers to the number of cardinal (basic) units in a set.</p> <p>Examples of children who understand cardinality:</p> <ul style="list-style-type: none"> ○ A child counts three yellow bears and says, "There are three yellow bears." ○ A child points to a swing set and says, "There are two swings." ○ When given six bears and asked to put four in the cup, the child puts four in the cup. <p>Examples of children who do not understand cardinality:</p> <ul style="list-style-type: none"> ○ A child counts three yellow bears. When asked how many bears, the child points to the third bear counted. ○ A child points to a swing set and says, "There are one, two swings." ○ When given six bears and asked to put four in the cup, the child puts none, one, two, three, five, or six bears in the cup. 	<p>ROW 3</p> <div style="border: 1px solid black; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 2 </div>

SCORE	ROW 4	Levels	Notes:	Evidence:
	<p>Adults support children's development in using mathematical attributes to compare objects during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p>Examples of mathematical attributes used to compare objects: Quantity — equal, more, less Length — equal, longer, shorter Weight — equal, heavier, lighter Size — equal, bigger, smaller</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Example in the context of conversation: An adult says, "Your backpack is heavy." A child says, "Tim's is heavy too." The adult holds both backpacks and says, "Yours is heavier than Tim's." Then the adult hands the backpacks to the child and says, "Check for yourself."</p>	

1

SCORE

ROW 1

<p>Adults ask open-ended questions* about children's thought processes.</p> <p>*Open-ended questions usually include words such as think, know, guess, predict, wonder, and estimate.</p>	<p>Levels</p> <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Notes:</p> <p>Examples of open-ended questions about thought processes:</p> <ul style="list-style-type: none"> Why do you think the blocks fell down? How do you know you have 15 bears on the table? Why do you think plants need water to grow? <p>Examples of closed-ended questions:</p> <ul style="list-style-type: none"> What day is it? How many bears are there? What color is this circle? 	<p>ROW 1</p>
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<p>Adults intentionally scaffold children when they are solving problems with materials and are doing age-appropriate things for themselves even when the effort may lead to creating messes, delays, partial outcomes, or mistakes (from which they learn).</p>	<p>Levels</p> <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Notes:</p> <p>Examples of adults providing support to solve a problem/for children to do things for themselves:</p> <ul style="list-style-type: none"> When the bulletin board is full, an adult asks the children where they may want to hang their picture. When a child spills, the adult waits for the child to wipe the spill or supports the child in wiping the spill. 	<p>ROW 2</p>
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Evidence:

SGT, children told to make 2 color pattern w/ bears. Each child has cup. T checks patterns one by one. Ch2 "I'm not ready yet" T "Why?" T pants and asks huss pattern

T "what should I do next?"
Ch1 "put some water on it?"
T "hot or cold?" T "you think that ch "cold water" T "yes" T "yes" will make it feel better?"
SGT Make patterns (2 colors) w/ bears. T "what color comes next?" Ch. red. T "no, look at the pattern."
child SGT - cleaning up cups of bears - stack cups T "what will happen if we stack them tall?" Ch2,3,4 "they will fall!"
T "so what could we do?" Ch1 "save it" T "then what could we do?" stack it on that one"

Free play - Ch1 tells teacher to put her nose on "town" rug in spot T asks why has to there? Ch1 "Because it can't go on the road." T "Why can't it go on the road?" Ch1 "Because the pony T the pony?" Ch1 "The pony's gotta get through" T "What else goes on roads?" Ch1 "Car" Ch1 "Free play T "What is that?" Ch1 "boat"

Choice time T - points at pictures in playhouse, asks boy "What type of store do you think this is?" Boy not sure T "Do you see all the animals?" T "What kind of store has animals? Do you know?" she tells him its a pet shop

Item II-1 (Continued) Adults support children's reasoning and problem solving throughout the day.

SCORE	Notes:	Levels	Evidence:
<p>ROW 3</p> <p style="text-align: center;">1</p>	<p>Scoring note: To score a 4, there must be specific evidence that adults encourage and support children in all three: observing, predicting, and drawing conclusions.</p> <p>Additional guidance: It doesn't have to be the same child doing all three and it does not have to be all three processes at the same time.</p> <p>Examples of encouraging observation, prediction, and drawing conclusions:</p> <ul style="list-style-type: none"> ○ What do you see happening? ○ What might happen next? ○ What happens if you mix these colors? ○ Why did that happen? 	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Adults encourage children to observe, predict, AND draw conclusions.</p>
<p>ROW 4</p> <p style="text-align: center;">1</p>	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Examples of scientific words: Living, nonliving, sunny, cloudy, rainy, warm, cool, sinking, floating, funnel, filter, fill, pour, liquid, solid, mass, melt, evaporate, heavy, light, more, less, push, pull, speed, etc.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Adults support and intentionally scaffold children in using scientific words and engage children in thinking scientifically about a variety of scientific concepts during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p>

Item II-K Adults encourage thoughtful social interaction among all children throughout the day.

SCORE

ROW 1

1

Adults encourage children to interact with one another and find opportunities to refer children to one another.

Levels
1-Rarely or never
2-Sometimes
3-Usually
4-Always

Examples of encouraging children to interact with one another:

- Asking another child to help tie someone's shoe.
- Encouraging children to ask other children questions.
- Having children turn to one another to talk about stories read or activities completed together.
- Encouraging children to accept and use the languages used by dual language learners (e.g., saying "Hello" in English and in Spanish).

Notes:

Evidence:

Sgt T tells girl "Maybe we can help Joshua out" making a color pattern with bears. T asks boy questions & helps him create pattern. Girl watches

ROW 2

2

Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.

Levels
1-Rarely or never
2-Sometimes
3-Usually
4-Always

Example of encouraging caring, thoughtful, and helpful behaviors:

An adult says, "Thank you for helping Jill wipe up the paint that spilled on the chair."

Recall: Girl helps boy put shoe on "Thank you for helping him put his shoe on"



Adults support and intentionally scaffold children's development of naming and describing shapes during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).

- 1-Rarely or never
- 2-Sometimes
- 3-Usually
- 4-Always

Levels

Notes:

Scoring notes:
 If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.

To score a 4, adults must support naming and describing shapes.

Example in the context of conversation:
 During cleanup time, a child says, "I am putting all of these squares away first." The adult says, "After you put the squares away, which shape will you put away?" The child points and says, "Those." The adult says, "Those are circles; the edges are round." The child says, "I will put the circles away next."

Evidence:

SCORE	ROW 1	ROW 2	ROW 3
Levels 1-Rarely or never 2-Sometimes 3-Usually 4-Always	Adults diffuse conflict moving into problem solving by • Approaching children calmly and stopping any hurtful actions. • Acknowledging children's feelings.	Adults involve children in identifying the problem by • Gathering information from the children about what happened or what is upsetting. • Restating the problem.	Adults involve children in the process of finding and choosing a solution for a problem by • Asking children for solutions and encouraging them to choose one together. • Monitoring children as they act on their decisions and provide support if needed.
Notes: Scoring note: To score a 4, there must be specific evidence that the adult acknowledges the children's feelings.	If no conflicts are observed, then present the following scenario to the lead adult and base row 1, 2, and 3 scores on the answer provided by the adult: "Imagine that two children are loudly arguing over a car that they both want to use at the same time. Tell me what you would do." • See rows 2 & 3	All children involved in a conflict must be involved in identifying the problem to score a level 3 or 4. If only some children are involved, score a level 2. To score a 4, there must be specific evidence that the adult or child restates the problem. • See rows 1 & 3	All children involved in a conflict must be involved in choosing and/or discussing solutions to score a level 3 or 4. If only some children are involved, score a level 2. To score a 4, there must be specific evidence that the adult monitors the decision and provides support if needed. See rows 1 & 2
Evidence:	At greeting → girl tells TI I want to move. Task why tell her "because - was hitting me." T touches girl "oh, did you use your words to tell him please stop, I don't like that. "Girl sits next to T. T says "that" wasn't very nice was it?" T tells entire group, "if someone is doing something to you, we need to make sure we are using our words to tell them to stop." Ch "I do not like that. Boy turns a spit at child. T "Oh my friend, my friends don't like it when you spit in their faces." Ch 2 "why" T explains get germs in faces. Then T continues greeting him.	Ch1 tells ch2 "isko" T takes toy T asks "what can we do with this if we all want to play with it?" Ch1 tells T child using toy all the time T tells ch2 what ch1 said. T tells suggests solution ch1 tells T what he wants to do choice time - girl wants to go back T asks if she told him she said yes T "can you tell him again" T ch2 she was still using that, can you give it back to her	planning Ch1 tell T C2 hit her w bean bag T tells ch1 "now made her feel bad" T asks ch1 how made her feel bad "me" T tells ch2 "I made her mad when you hit her w bean bag" T tells ch1 to tell ch2 why made her feel T asks ch1 "did it hurt you? It couldn't hurt you." Ch1 "I made me mad. It's not nice."