

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

SCORE		Levels	Notes:	Evidence:
Row 3 <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin: 5px;">4</div>	Adults encourage children by providing positive feedback on individual children's efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<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><i>Free-choice</i></p> <p>T "What did you draw?" child shows picture to T T "Where is your shirt?" child expands clothes in picture T "How, you worked really hard on that." T "Oh wow you, I like all those colors you used" <i>Free choice</i> T "I can see you worked really hard on it."</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; padding: 2px; width: 30px; text-align: center; margin: 5px auto;">3</div>	<p>Adults encourage and support children to make plans for child-initiated activities and intentionally scaffold each child's planning by encouraging each child to expand upon his or her plans, such as sequencing the events, thinking through each step of the plan, or deciding to play alone or 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 of adults encouraging children to expand their plans as in the examples below.</p> <p>Adults may encourage and 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 planning for child-initiated activities:</p> <ul style="list-style-type: none"> ○ Children tell an adult what they will play with. ✓ ○ Children point to what they want to play with. ✓ ○ A child draws a plan. ○ A child writes a plan. ○ A child plans with another child. ○ Children tell what part they will do in a longer project with multiple children. ○ Children tell what they will do in the makerspace. ○ Children tell their plans for a project-based learning opportunity. <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 do you need?" ✓ ○ Helping children think through each step of their plan. ○ Suggesting other children who can help them with their plan. 	<p>Planning T- hands each child colored bean bag with letter. Asks each child what color & letter on bean bag then T asks, "Where are you going to free choice?" Ch1 "I'm going to play with the tools, And what are you going to do with the tools?" Ch1 "Um" T "How are you going to play with them?" Ch1 "I'm going to fix things" T "How do you know tools fix things?" Ch1 "Because my Papa showed me" Asks others at table "What do you think he can fix?" Ch2 "He can fix the shk"</p> <p>Planning Ch1 Tells T going to build a tower T asks how then asks Ch1 "can you show me?" child walks to black area</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; display: inline-block; padding: 2px; margin: 5px;">3</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 are 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.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">1</div>	<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>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: 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>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">2</div>	<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>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: 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>choice time @ water table chl has balls in cup T asks "can you count them" chl picks up balls one at 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" as T makes them. T asks "so how many eyeballs do we have?" chl "8" says # after child.</p>

Item II-I (Continued) Adults support children's mathematics development throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">2</div>	<p>Adults support and intentionally scaffold children's development in cardinality* during child-initiated 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>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: 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>see row 2</p>

Item II-I (Continued) Adults support children's mathematics development throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 4 <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">1</div>	<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>	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<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>	

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 points and asks his pattern.

Item II-J Adults support children's reasoning and problem solving throughout the day.

SCORE	Levels	Notes:	Evidence:	
Row 1 <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	Adults ask open-ended questions* about children's thought processes. *Open-ended questions about thought processes usually include words such as <i>think, know, guess, predict, wonder, and estimate.</i>	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Examples of open-ended questions about thought processes: <ul style="list-style-type: none"> Why do you <i>think</i> the blocks fell down? How do you <i>know</i> you have 15 bears on the table? Why do you <i>think</i> plants need water to grow? Examples of closed-ended questions: <ul style="list-style-type: none"> What day is it? How many bears are there? What color is this circle? 	T "What should I do next?" Ch1 "put some water on it?" T "hot or cold?" Ch "cold water" T "you think that will make it feel better?" Ch "yes" SGT Make patterns (2 colors) w/ bears. T "what color comes next?" Ch. "red" T "No, look at the pattern." SGT - cleaning up cups of bears - ^{child} stack cups T "what will happen if we stack them tall?" Ch 2,3,4 "They will fall." T "so what could we do?" Ch1 "save it" T "then what could we do?" "stack it on that one"
Row 2 <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">1</div>	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).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: To score a 4, there must be specific evidence that adults provide support or intentionally scaffold children when solving problems with materials and doing things for themselves rather than adults solving the problem(s) for the children. Examples of adults providing support to solve a problem/for children to do things for themselves: <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. 	Free play - Ch1 tells teacher to put her horse 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 "Cars" Free play T "What is that?" Ch "boat" T "where are the people?" Ch "in here" points.

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

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

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">1</div>	<p>Adults encourage children to observe, predict, AND draw conclusions.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</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>see rows 1 & 2</p>
<p>Row 4</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">1</div>	<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>	<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>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>see rows 1 & 2</p>

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

SCORE		Levels	Notes:	Evidence:
Row 1 <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">1</div>	Adults encourage children to interact with one another and find opportunities to refer children to one another.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Examples of encouraging children to interact with one another: <ul style="list-style-type: none"> ○ 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). 	SGT T tells girl "Maybe we can help Joshua out" making 2 color patterns with bears. T asks boy questions & Teacher helps him create pattern. Girl watches
Row 2 <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">2</div>	Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.	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 T "Thank you for helping him put his shoe on"

Item II-L Adults diffuse conflicts and support all children in resolving conflicts.

SCORE	Levels	Notes:	Evidence:
Row 1 2	1-Rarely or never 2-Sometimes 3-Usually 4-Always	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."	Girl tells T "I want to me. 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 what?" class "stop" T "Please stop." Ch "I do not like that" Boy turns & spit at child. T "Oh my friend eh? my friends don't like it when you spit in their faces." Bh 2 "why" T explains get germs in faces. Then T continues greeting time.
Row 2 2	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: 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.	Ch1 tells ch2 "stop" T takes toy Tasks "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.
Row 3 1	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Scoring note: 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.	choice time - girl wants toy 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 time
 Ch1 tell T Ch2 hit her w/ bean bag Tasks Ch1 how made her feel Ch1 "mad" T tells Ch2 "I made her mad when you hit her w/ bean bag" Tells Ch1 to tell Ch2 why made her mad. T asks Ch1 "Did it hurt you? It couldn't hurt you." Ch1 "It made me mad. It's not nice."