

<b>HIGHSCOPE KEY DEVELOPMENTAL INDICATORS (N=58)</b>	
<i>Key Developmental Indicator (KDI)</i>	<i>Description</i>
<b>A. APPROACHES TO LEARNING (N=6)</b>	
<b>1. <u>Initiative</u>: Children demonstrate initiative as they explore their world.</b>	Children are eager to learn. They exhibit curiosity, independence, and self-direction as they learn about relationships, materials, actions, and ideas. They take reasonable risks as they investigate the environment.
<b>2. <u>Planning</u>: Children make plans and follow through on their intentions.</b>	Children make plans and decisions, and express choices and intentions based on their interests. Their plans increase in detail and complexity. Children follow through on their plans.
<b>3. <u>Engagement</u>: Children focus on activities that interest them.</b>	Children sustain involvement and concentration in their play. They are persistent, motivated, and able to stay engaged.
<b>4. <u>Problem solving</u>: Children solve problems encountered in play.</b>	Children are inventive and flexible in solving a variety of problems. They progress from using trial and error to more systematic attempts at problem solving.
<b>5. <u>Use of resources</u>: Children gather information and formulate ideas about their world.</b>	Children use all their senses and a variety of tools to explore and gather information about the world around them. They ask questions and try to explain their ideas about the things they encounter.
<b>6. <u>Reflection</u>: Children reflect on their experiences.</b>	Children use their experiences to draw conclusions about people, materials, events, and ideas. They make connections between what they already know and what they are doing and learning.
<b>B. SOCIAL AND EMOTIONAL DEVELOPMENT (N=9)</b>	
<b>7. <u>Self-identity</u>: Children have a positive self-identity.</b>	Children are aware of the characteristics that make up their identity, such as gender, ethnicity, culture, and abilities. They perceive their uniqueness and develop a healthy self-image.
<b>8. <u>Sense of competence</u>: Children feel they are competent.</b>	Children make discoveries and solve problems with an expectation of success. They believe they can acquire the knowledge or skills they need.
<b>9. <u>Emotions</u>: Children recognize, label, and regulate their feelings.</b>	Children identify and name their emotions, and recognize that others have feelings that may be the same as or different from their own. They regulate the expression of their feelings.
<b>10. <u>Empathy</u>: Children demonstrate empathy toward others.</b>	Children understand the feelings of others by drawing on their own experiences with the same emotions. They respond empathically by sharing the happiness of others and offering assistance when they see that others are emotionally upset or physically hurt.
<b>11. <u>Community</u>: Children participate in the community of the classroom.</b>	Children act as members of the classroom community by participating in routines, cooperating with social expectations, and sharing responsibility for maintaining the classroom.
<b>12. <u>Building relationships</u>: Children build relationships with other children and adults.</b>	Children relate to others in the classroom. They refer to teachers and peers by name. Children develop friendships, seek out others, and engage in give-and-take interactions.

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<b>13. <u>Cooperative play</u>: Children engage in cooperative play.</b>	Children involve adults and peers in their play. They engage in cooperative play with others by sharing materials, space, conversation, and ideas.
<b>14. <u>Moral development</u>: Children develop an internal sense of right and wrong.</b>	Children develop ethical behavior. They understand that there are moral principles that do not vary by situation (e.g., people should not hit others).
<b>15. <u>Conflict resolution</u>: Children resolve social conflicts.</b>	Children engage in conflict resolution, or social problem solving, to settle interpersonal differences. They identify the problem, offer and listen to others' ideas, and choose a solution that is agreeable to all.
<b>C. PHYSICAL DEVELOPMENT AND HEALTH (N=5)</b>	
<b>16. <u>Gross-motor skills</u>: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</b>	Children use nonlocomotor (stationary) movements (e.g., bending, twisting, rocking) and locomotor (traveling) movements (e.g., walking, climbing, running, jumping, hopping, skipping, marching, galloping). They coordinate gross-motor movements in throwing, catching, kicking, bouncing balls, and using a swing.
<b>17. <u>Fine-motor skills</u>: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</b>	Children use the fine-motor movements (e.g., molding, squeezing, poking, smoothing, positioning, writing, cutting) needed to manipulate materials and tools. They have hand-eye coordination (e.g., stacking blocks, assembling puzzles, stringing beads, pouring juice, pounding nails).
<b>18. <u>Body awareness</u>: Children know about their bodies and how to navigate them in space.</b>	Children recognize the names and locations of body parts. They are aware of their own bodies in relation to people and objects around them. Children feel, and move their bodies to, a steady beat.
<b>19. <u>Personal care</u>: Children carry out personal care routines on their own.</b>	Children feed themselves, dress, wash their hands, brush their teeth, use tissues, and use the toilet.
<b>20. <u>Healthy behavior</u>: Children engage in healthy practices.</b>	Children participate in active, physical play. They know that some foods are healthier than others. Children carry out behaviors that are healthy (e.g., cough into their elbow, wash their hands after toileting, use their own fork) and safe (e.g., wear a bike helmet, not walk in front of a moving swing, walk around a spill).
<b>D. LANGUAGE, LITERACY, AND COMMUNICATION (N=10)<sup>1</sup></b>	
<b>21. <u>Comprehension</u>: Children understand language.</b>	Children understand (comprehend) conversations, signing, stories, books, songs, poems, and/or chants. They listen; respond; connect information to their own lives; predict what will happen next; and recall real and fictional people, materials, actions, events, and ideas.
<b>22. <u>Speaking</u>: Children express themselves using language.</b>	Children share observations, experiences, ideas, explanations, feelings, preferences, and needs. They progress from making gestures to using sentences of increasing length and complexity.

<sup>1</sup>Language, Literacy, and Communication KDIs #21–30 may be used for the child's home language(s) as well as English. KDI #30 refers specifically to ELL/Dual language acquisition.

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<b>23. <u>Vocabulary</u>: Children understand and use a variety of words and phrases.</b>	Children learn and use new words and phrases in conversations, activities, written materials, and play. They ask the meaning of unfamiliar words. Children use multiple parts of speech to describe, clarify, and elaborate their experiences and ideas.
<b>24. <u>Phonological awareness</u>: Children identify distinct sounds in spoken language.</b>	Children recognize the beginning and ending sounds of words, including rhymes (same ending sounds) and alliteration (same initial sounds). They recognize separate syllables in words (segmentation).
<b>25. <u>Alphabetic knowledge</u>: Children identify letter names and their sounds.</b>	Children know letters are a category of symbols that can be individually named. They name a growing number of letters and associate them with their sounds (often beginning with the initial of their first name and/or other familiar words).
<b>26. <u>Reading</u>: Children read for pleasure and information.</b>	Children look at a variety of printed materials for enjoyment and knowledge. They ask adults to read books to them, and they “read” books to others. Children tell or retell stories based on pictures. They read aloud a word, simple phrase, or short sentence.
<b>27. <u>Concepts about print</u>: Children demonstrate knowledge about environmental print.</b>	Children learn about the functions of print. They understand the connection between spoken and written words. They recognize that a word is a unit of print, letters are grouped to form words, and words are separated by spaces. As they experience various forms of environmental print (e.g., signs, newspapers and magazines, lists, messages, menus, packaging), children learn about print conventions such as directionality (English is read top to bottom and left to right).
<b>28. <u>Book knowledge</u>: Children demonstrate knowledge about books.</b>	Children know how books work, for example, they hold a book upright and face-forward, read it front to back, and differentiate text and pictures. Children identify the parts of a book.
<b>29. <u>Writing</u>: Children write for many different purposes.</b>	Children write to represent ideas, use writing in their play and/or ask adults to take dictation, and read what they and adults have written. They use writing tools such as crayons, markers, pencils, and computers. They copy or write letters, and progress from scribbles to letterlike forms to recognizable letters.
<b>30. <u>ELL/Dual language acquisition</u>: (If applicable) Children use English and their home language(s) (including sign language).</b>	Children understand and use English and their home language(s). They adjust the language they use to the person with whom they are communicating. Children know there are different writing systems (alphabets).
<b>E. MATHEMATICS (N=9)</b>	
<b>31. <u>Number words and symbols</u>: Children recognize and use number words and symbols.</b>	Children recognize and name numerals in their environment. They understand that cardinal numbers (e.g., one, two, three) refer to quantity and that ordinal numbers (e.g., first, second, last) refer to the order of things. They write numerals.
<b>32. <u>Counting</u>: Children count things.</b>	Children count with one-to-one correspondence (e.g., touch an object and say a number). They understand that the last number counted tells “how many.” Children compare and order quantities (e.g., more, fewer/less, same). They understand the concepts of “adding to” and “taking away.”

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<b>33. <u>Part-whole relationships:</u> Children combine and separate quantities of objects.</b>	Children “compose” and “decompose” quantities. They use parts to make up the whole set (e.g., combine two blocks and three blocks to make a set of five blocks). They also divide the whole set into parts (e.g., separate five blocks into one block and four blocks).
<b>34. <u>Shapes:</u> Children identify, name, and describe shapes.</b>	Children recognize, compare, and sort two- and three-dimensional shapes (e.g., triangle, rectangle, circle; cone, cube, sphere). They understand what makes a shape a shape (e.g., all triangles have three sides and three points). Children transform (change) shapes by putting things together and taking them apart.
<b>35. <u>Spatial awareness:</u> Children recognize spatial relationships among people and objects.</b>	Children use position, direction, and distance words to describe actions and the location of objects in their environment. They solve simple spatial problems in play (e.g., building with blocks, doing puzzles, wrapping objects).
<b>36. <u>Measuring:</u> Children measure to describe, compare, and order things.</b>	Children use measurement terms to describe attributes (i.e., length, volume, weight, temperature, and time). They compare quantities (e.g., same/different, bigger/smaller, more/less, heavier/lighter) and order them (e.g., shortest/medium/longest). They estimate relative quantities (e.g., whether something has more or less).
<b>37. <u>Unit:</u> Children understand and use the concept of unit.</b>	Children understand that a unit is a standard (unvarying) quantity. They measure using unconventional (e.g., block) and conventional (e.g., ruler) measuring tools. They use correct measuring procedures (e.g., begin at the baseline and measure without gaps or overlaps).
<b>38. <u>Patterns:</u> Children identify, describe, copy, complete, and create patterns.</b>	Children lay the foundation for algebra by working with simple alternating patterns (e.g., ABABAB) and progressing to more complex patterns (e.g., AABAABAAB, ABCABCABC). They recognize repeating sequences (e.g., the daily routine, movement patterns) and begin to identify and describe increasing and decreasing patterns (e.g., height grows as age increases).
<b>39. <u>Data analysis:</u> Children use information about quantity to draw conclusions, make decisions, and solve problems.</b>	Children collect, organize, and compare information based on measurable attributes. They represent data in simple ways (e.g., tally marks, stacks of blocks, pictures, lists, charts, graphs). They interpret and apply information in their work and play (e.g., how many cups are needed if two children are absent).
<b>F. CREATIVE ARTS (N=5)</b>	
<b>40. <u>Art:</u> Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</b>	Children explore and use a variety of materials and tools to draw and paint, mold and sculpt, build and assemble. They use the properties of art materials (e.g., shape, color, texture) to represent their ideas. Children’s representations and designs develop from simple to complex and from accidental to intentional.
<b>41. <u>Music:</u> Children express and represent what they observe, think, imagine, and feel through music.</b>	Children explore and experience sound through singing, moving, listening, and playing instruments. They experiment with their voices and make up songs and chants. Children explore and respond to musical elements such as pitch (high, low), tempo (fast, slow), dynamics (loud, soft), and steady beat.

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<b>42. <u>Movement</u>: Children express and represent what they observe, think, imagine, and feel through movement.</b>	Children explore moving their whole bodies, or parts of their bodies, with and without music. They respond to the features and moods of music through movement.
<b>43. <u>Pretend play</u>: Children express and represent what they observe, think, imagine, and feel through pretend play.</b>	Children imitate actions, use one object to stand for another, and take on roles themselves based on their interests and experiences. They use figures to represent characters in their pretend scenarios (e.g., having a “family” of toy bears talk to one another). Their play themes develop in detail and complexity over time.
<b>44. <u>Appreciating the arts</u>: Children appreciate the creative arts.</b>	Children express opinions and preferences about the arts. They identify the pieces (e.g., a painting or musical selection) and styles they do or do not like and offer simple explanations about why. Children describe the effects they and other artists create and develop a vocabulary to talk about the arts.
<b>G. SCIENCE AND TECHNOLOGY (N=8)</b>	
<b>45. <u>Observing</u>: Children observe the materials and processes in their environment.</b>	Children are curious and use all their senses to learn more about the natural and physical world. They gather information by observing what others do and discovering how tools and materials work.
<b>46. <u>Classifying</u>: Children classify materials, actions, people, and events.</b>	Children group similar things together. They identify relationships between things and the categories they belong to. Children look for new ways to organize the knowledge they already have and for ways to fit new discoveries into familiar categories.
<b>47. <u>Experimenting</u>: Children experiment to test their ideas.</b>	Children experiment to test whether an idea is true or a solution will work. They may encounter problems with materials that they do not have answers for. They experiment by manipulating materials, using trial and error, and then approaching the problem with possible solutions in mind.
<b>48. <u>Predicting</u>: Children predict what they expect will happen.</b>	Children indicate through words and/or actions what they expect an outcome to be. They think about what happened in similar situations and anticipate what might happen. Children make predictions based on experimentation.
<b>49. <u>Drawing conclusions</u>: Children draw conclusions based on their experiences and observations.</b>	Children attempt to fit their observations and reasoning into their existing knowledge and understanding. They construct knowledge in their own way as they collect data to help them form theories about how the world works (e.g., “It’s night because the sun goes to bed”).
<b>50. <u>Communicating ideas</u>: Children communicate their ideas about the characteristics of things and how they work.</b>	Children share their questions, observations, investigations, predictions, and conclusions. They talk about, demonstrate, and represent what they experience and think. They express their interest in and wonder about the world.

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<b>51. <u>Natural and physical world:</u> Children gather knowledge about the natural and physical world.</b>	Children become familiar with characteristics and processes in the natural and physical world (e.g., characteristics of plants and animals, ramps and rocks; processes of growth and death, freezing and melting). They explore change, transformation, and cause and effect. They become aware of cycles that are meaningful to them.
<b>52. <u>Tools and technology:</u> Children explore and use tools and technology.</b>	Children become familiar with tools and technology in their everyday environment (e.g., stapler, pliers, computer). They understand the functions of equipment and use it with safety and care. They use tools and technology to support their play.
<b>H. SOCIAL STUDIES (N=6)</b>	
<b>53. <u>Diversity:</u> Children understand that people have diverse characteristics, interests, and abilities.</b>	Children see similarities and differences in personal attributes (including gender, culture, age, religion, family structure, ability levels, and appearance) as natural and positive. They are interested in how people are the same and/or different from themselves and their families.
<b>54. <u>Community roles:</u> Children recognize that people have different roles and functions in the community.</b>	Children know about familiar roles in the communities they belong to (e.g., family, school, neighborhood). They understand that people depend upon one another. Children know that people need money to buy goods and services.
<b>55. <u>Decision making:</u> Children participate in making classroom decisions.</b>	Children understand that everyone has the right to share ideas and be heard. They participate as leaders and followers. With adult guidance, they join in class discussions, help make decisions, and share ideas to resolve group problems.
<b>56. <u>Geography:</u> Children recognize and interpret features and locations in their environment.</b>	Children identify familiar landmarks (e.g., home, school, park) and navigate simple routes between them. They match objects and events to their locations (e.g., scissors/art area; outside time/playground) and represent physical features (e.g., buildings, roads, bridges) in their play. Children use simple maps to describe and locate things in their environment (e.g., classroom areas, playground features).
<b>57. <u>History:</u> Children understand past, present, and future.</b>	Children talk about what happened in the past (e.g., “Yesterday, when I was a baby...”) and what will occur in the future (e.g., “When I’m bigger, I’ll go to my sister’s school”). They describe a sequence of events (e.g., “First I painted a picture, and then I built a tower”).
<b>58. <u>Ecology:</u> Children understand the importance of taking care of their environment.</b>	Children share responsibility for taking care of their environment inside and outside the classroom (e.g., picking up litter, watering plants, sorting things into recycling bins). They understand that their actions affect the well-being of the environment.