

Kindergarten Entry Profile Crosswalks: Early Childhood Indicators of Progress

As part of Race to the Top – Early Learning Challenge, the Minnesota Department of Education (MDE) conducted a series of studies to align multiple assessment tools with the state’s early learning and kindergarten academic standards. These studies provide information to districts and early learning programs to help them answer important questions such as (1) how do we know that the tools measure what we need and (2) what happens if we use multiple tools across programs in our district?

The following alignment document addresses each question above in detail. As a result of the studies completed by MDE, districts and early learning programs can use these crosswalks to explore the alignment among a menu of appropriate early learning assessments (Teaching Strategies GOLD: Pre-K version, Formative Assessment System for Teachers (FAST), Desired Results Developmental Profile – SR (DRDP – SR), Work Sampling System: Minnesota Specific Checklist) in multiple ways. For the first question, *how do we know that they measure what we need?* The first alignment that was conducted was between the tools and the standards. Each tool was tested for its alignment to the standards and this document outlines the final items for each tool that correspond with each domain on the [Early Learning Indicators of Progress \(ECIPs\)](#). The document will provide you with the domain name, component and a brief description of what is included in the ECIPs. Below the description for each component is a list of assessment items that have been shown to empirically relate to the domain. For more information regarding the coverage by domain and component, see appendix A. **Please note:** *this document was created at the same time as revisions for the ECIPs were also being conducted. Thus, this document contains domains and items from the old and revised ECIPs. MDE is currently undergoing additional alignment studies to ensure that all items and domains from the four KEP tools are aligned to the revised ECIPs.*

If your district and early learning programs use different tools to measure children’s learning progress (question #2), you can use this document to compare the items on each assessment. The concurrent calibration studies conducted by MDE resulted in a list of items per tool that were linked with one another along a common domain. Therefore, each of the items within the tables below can be considered to measure the same domain with approximate scores. See appendix B for further information.

This document is designed to inform administrators, teachers and early care and education providers of the items within each of the Kindergarten Entry Profile assessment tools and how they match up. This may be useful for ongoing use in PLCs, vertical alignment of PreK-3 assessments or horizontal alignment of early learning programs. The purpose of the crosswalks is not to mix-and-match items from different tools, but rather explore the linkages among the tools that are currently used in programs to measure how children are meeting age expectations at entry to kindergarten. All assessments should be used in the manner in which they were designed, otherwise the tools may not yield valid results.

**Kindergarten Entry Profile Crosswalks:
 Social and Emotional Development Domain**

ECIPs Pre-K Domain	ECIPs Pre-K Component	ECIPs Pre-K Indicator	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP - SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Social and Emotional Development	Self and Emotional Awareness	Confidence S1.8 Demonstrates confidence in a range of abilities and expresses pride in accomplishments	1c. Takes care of own needs appropriately - 5 emerging to 6. Demonstrates confidence in meeting own needs	DM 28. Child displays confidence through experimentation, willingness to make mistakes, and ability to move on.	SED 1: Identity of Self in Relation to Others	IA2: Shows some self-direction
Social and Emotional Development	Self and Emotional Awareness	Confidence S1.9 Consistently and effectively uses social/emotional resources such as adults, peers or things for support	1c. Takes care of own needs appropriately - 6 Demonstrates confidence in meeting own needs 11d. Shows curiosity an motivation - 8 Uses a variety of resources to find answers to questions	DM 22. Child demonstrates an understanding of the reciprocal relationship between the individual and the environment.	ATL- REG 4: Shared use of space and materials	

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Social and Emotional Development	Social and Emotional Development	Self-Awareness S2.5 Demonstrates knowledge of family celebrations, traditions and expectations	30. Shows basic understanding of people and how they live	DM 23. Child understands and appreciates his/her uniqueness in one's family, community, culture and the world.	SED 1: Identity of self in relation to others	

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Social and Emotional Development	Self and Emotional Awareness	Emotions S3.7 Uses words to express emotions	1a Manages feelings - 8. Controls strong emotions in an appropriate manner most of the time	DM 25. Child recognizes his/her own emotions.	ATL-REG 2: Self-control of feelings and behavior	ID4: Identifies some feelings and responds to those of others
Social and Emotional Development	Social and Emotional Development	Emotions S3.8 Recognizes and responds to others' emotional expressions	2b. Responds to emotional cues - 6. Identifies basic emotional reactions of others and their causes accurately		SED 2: Social and emotional understanding	ID4: Identifies some feelings and responds to those of others

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Social and Emotional Development	Self-Management	Managing Thinking S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities	11a. Attends and engages - 5 emerging to 6 Sustains interest in working on a task, especially when adults offer suggestions, questions and comments 11b. Persists - 6 Plans and pursues a variety of appropriately challenging tasks	DM 27. Child displays the ability to manage thoughts and attention. DM 26. Child displays the ability to manage emotions and behaviors.	ATL-REG 3: Engagement and Persistence	IC2: Attends to tasks and seeks help when encountering a problem

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Social and Emotional Development	Self-Management	Managing Thinking S4.10 Makes self-directed choices from a greater variety of options	11b. Shows curiosity and motivation - 6 Shows eagerness to learn about a variety of topics and ideas	DM 27. Child displays the ability to manage thoughts and attention. DM 26. Child displays the ability to manage emotions and behaviors.	ATL-REG 1: Curiosity and initiative in learning	IC1: Shows eagerness and curiosity as a learner
		Managing Thinking S4.11 Increasing ability to remember and follow simple two-step directions	1b. Follows limits and expectations - 4 Accepts redirection from adults	DM 28. Child displays confidence through experimentation, willingness to make mistakes, and ability to move on. DM 26. Child displays the ability to manage emotions and behaviors. DM 30. Child cooperates with adults and peers.	HSS 5: Responsible conduct as a group member	IA2: Shows some self-direction

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Social and Emotional Development	Self-Management	Managing Emotions S5.16 Consistently calms self when feeling strong emotions, discomfort with only occasional adult guidance and assistance	1a. Regulates own emotions and behaviors - 8 Controls strong emotions in an appropriate manner most of the time 1b. Follows limits and expectations - 5 Manages classroom rules, routines, and transitions with occasional reminders	DM 28. Child displays confidence through experimentation, willingness to make mistakes, and ability to move on. DM 26. Child displays the ability to manage emotions and behaviors.	ATL-REG 2: Self-control of feelings and behavior	IA2: Shows some self-direction
Social and Emotional Development	Self-Management	Managing Emotions S5.17 Independently expresses feelings, needs, opinions, and desires in appropriate ways	1c. Takes care of own needs appropriately - 6 Demonstrates confidence in meeting own needs	DM 27. Child displays the ability to manage thoughts and attention. DM 26. Child displays the ability to manage emotions and behaviors.	ATL-REG 2: Self-control of feelings and behavior	IA2: Shows some self-direction
Social and Emotional Development	Self-Management	Managing Emotions S5.18 Follows expectations established to manage feelings and behaviors with necessary reminders or assistance	1b. Follows limits and expectations - 6 Manages classroom rules, routines, and transitions with occasional reminders	DM 27. Child displays the ability to manage thoughts and attention. DM 26. Child displays the ability to manage emotions and behaviors.	HSS 5: Responsible Conduct as a Group Member	IB1: Follows simple classroom rules and routines IB2: Manages transitions

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Social and Emotional Development	Self-Management	Managing Emotions S5.19 Demonstrates the ability to delay gratification for longer periods of time	1a. Manages feelings - 6 Is able to look at a situation differently or delay gratification	DM 27. Child displays the ability to manage thoughts and attention. DM 26. Child displays the ability to manage emotions and behaviors.	ATL-REG 2: Self-control of feelings and behavior	IA2: Shows some self-direction
Social and Emotional Development	Self-Management	Managing Emotions S5.20 Demonstrates understanding of rules, roles, jobs, and relationships in families and community	14b. Engages in sociodramatic play - 6 Interacts with two or more children during pretend play, assigning roles and discussing actions; sustains play scenario for up to 10 minutes 3a Balances needs and rights of self and others - 5 emerging to 6. Initiates sharing of materials in the classroom and outdoors 3b. Solves social problems - 6. Suggests solutions to social problems	DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others. DM 22. Child demonstrates an understanding of the reciprocal relationship between the individual and the environment.	ATL-REG 4: Shared use of space and materials SED 4: Relationships and social interactions HSS 4: Conflict negotiation HSS 5: Responsible conduct as a group member	IB1: Follows simple classroom rule and routines ID5: Begins to use simple strategies to resolve conflict

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Social and Emotional Development	Social Understanding and Relationships	Social Responsiveness S6.7 Shows understanding, empathy and compassion for others through words or gestures	2b. Responds to emotional cues - 4. Demonstrates concern about the feelings of others	DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others. DM 30. Child cooperates with adults and peers.	SED 2: Social and emotional understanding	ID4: Identifies some feelings and responds to those of others
Social and Emotional Development	Social Understanding and Relationships	Social Responsiveness S6.8 Labels others' emotions	2b. Responds to emotional cues - 6. Identifies basic emotional reaction of others and their causes accurately		SED 2: Social and emotional understanding	ID4: Identifies some feelings and responds to those of others

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Social and Emotional Development	Social Understanding and Relationships	Building Relationships S7.8 Shares information and participates in activities with adults and peers	2a. Forms relationships with adults - 8. Engages with trusted adults as resources and to share ideas and mutual interests 2c. Interacts with peers - 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children		SED 3: Relationships and social interactions with familiar adults SED 4: Relationships and social interactions with peers	ID1: Interacts easily with one or more children ID2: Interacts easily with familiar adults
Social and Emotional Development	Social Understanding and Relationships	Social Skills S8.7 Initiates, joins, and sustains cooperative play and conversation with others	2c. Interacts with peers - 8. Interacts cooperatively in groups for four or five children 3a. Balances needs and rights of self and others - 6. Initiates the sharing of materials in the classroom and outdoors	DM 29. Child demonstrates the ability to establish and sustain relationships with others. DM 30. Child cooperates with adults and peers.	SED 3: Relationships and social interactions with familiar adults SED 4: Relationships and social interactions with peers SED 5: Symbolic and sociodramatic play	ID1: Interacts easily with one or more children ID2: Interacts easily with familiar adults

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Social and Emotional Development	Social Understanding and Relationships	Social Skills S8.8 Shows concern, respect, care, and appreciation for others and the environment	2b. Responds to emotional cues - 4 Demonstrates concern about feeling of others	<p>DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others.</p> <p>DM 22. Child demonstrates an understanding of the reciprocal relationship between the individual and the environment.</p> <p>DM 29. Child demonstrates the ability to establish and sustain relationships with others.</p> <p>DM 30. Child cooperates with adults and peers.</p>	SED 4: Relationships and social interactions with peers	<p>ID1: Interacts easily with one or more children</p> <p>ID2: Interacts easily with familiar adults</p>

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Social and Emotional Development	Social Understanding and Relationships	Social Skills S8.9 Actively helps to solve problems with others	3b. Solves social problems - 6 Suggests solutions to social problems		HSS 4: Conflict negotiation	ID5: Begins to use simple strategies to resolve conflict

Kindergarten Entry Profile Crosswalks: Approaches to Learning

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Approaches to Learning	Curiosity	2.1.1 Show eagerness and a sense of wonder as a learner	11d. Shows curiosity and motivation - 6. Shows eagerness to learn about a variety of topics and ideas	DM 36. Child demonstrates curiosity and initiative.	ATL-REG 1: Curiosity and initiative in learning	IC1: Shows eagerness and curiosity as a learner
Approaches to Learning	Curiosity	2.1.2 Show interest in discovering and learning new things	11d. Shows curiosity and motivation - 6. Shows eagerness to learn about a variety of topics and ideas	DM 36. Child demonstrates curiosity and initiative. DM 37. Child takes academic and intellectual risks.	ATL-REG 1: Curiosity and initiative in learning	IC1: Shows eagerness and curiosity as a learner
Approaches to Learning	Curiosity	2.2.1 Choose new as well as a variety of familiar activities	11e. Shows flexibility and inventiveness in thinking - 6. Changes plans if a better idea is thought of or proposed	DM 36. Child demonstrates curiosity and initiative. DM 37. Child takes academic and intellectual risks.	ATL-REG 3: Engagement and persistence	IC1: Shows eagerness and curiosity as a learner

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Approaches to Learning	Risk-Taking	2.2.2 Use a variety of strategies to solve problems	11c. Solves problems - 5 emerging to 6. Solves problems without having to try every possibility	DM 36. Child demonstrates curiosity and initiative. DM 37. Child takes academic and intellectual risks. DM 38. Child exhibits imagination and inventiveness in activity participation and problem solving.	ATL-REG 1: Curiosity and Initiative in learning ATL-REG 3: Engagement and persistence MATH 6: Problem solving	IIA1: Begins to make sense of problems and uses simple strategies to solve them
Approaches to Learning	Imagination and Invention	2.3.1 Approach tasks and experiences with flexibility, imagination, and inventiveness	11e. Shows flexibility and inventiveness in thinking - 4. Uses creativity and imagination during play and routine tasks	DM 36. Child demonstrates curiosity and initiative. DM 37. Child takes academic and intellectual risks. DM 38. Child exhibits imagination and inventiveness in activity participation and problem solving.	ATL-REG 1: Curiosity and initiative in learning	IC3: Approaches tasks with flexibility and inventiveness

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Approaches to Learning	Imagination and Invention	2.3.2 Use new ways or novel strategies to solve problems or explore objects	11c. Solves problems - 5 emerging to 6. Solves problems without having to try every possibility	DM 36. Child demonstrates curiosity and initiative. DM 37. Child takes academic and intellectual risks.	Measure 11 – SSD 7: Curiosity and initiative in learning	IIA1: Begins to make sense of problems and uses simple strategies to solve them
Approaches to Learning	Imagination and Invention	2.3.3 Try out various pretend roles in play or with make-believe objects	14b. Engages in sociodramatic play - 4. Acts out familiar or imaginary scenarios; may use props to stand for something else	DM 36. Child demonstrates curiosity and initiative. DM 37. Child takes academic and intellectual risks. DM 38. Child exhibits imagination and inventiveness in activity participation and problem solving.	SED 5: Symbolic and sociodramatic play	IID1: Represents ideas and stories through pictures, dictation, and play

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Approaches to Learning	Persistence	2.4.1 Work at a task despite distractions or interruptions	11a. Attends and engages - 6. Sustains work on age - appropriate, interesting tasks; can ignore most distractions and interruptions	DM 39. Child persists with tasks until they are completed.	ATL-REG 3: Engagement and persistence	IC2: Attends to tasks and seeks help when encountering a problem
Approaches to Learning	Persistence	2.4.2 Seek and/or accept help or information when needed	11c. Solves problems - 4. Observes and imitates how other people solve problems; asks for a solution and uses it		ATL-REG 3: Engagement and persistence	IC2: Attends to tasks and seeks help when encountering a problem
Approaches to Learning	Persistence	2.4.3 Demonstrate ability to complete a task or stay engaged in an experience	11b. Persists - 6. Plans and pursues a variety of appropriately challenging tasks 11a. Attends and engages - 6. Sustains work on age - appropriate, interesting tasks; can ignore most distractions and interruptions	DM 39. Child persists with tasks until they are completed.	ATL-REG 3: Engagement and persistence	IC2: Attends to tasks and seeks help when encountering a problem

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Approaches to Learning	Reflection and Interpretation	2.5.1 Think about events and experiences and apply this knowledge to new situations	12b. Makes connections - 6. Draws on everyday experiences and applies this knowledge to a similar situation	DM 40. Child reflects on previous experiences and uses this information to make predictions.		IC3: Approaches tasks with flexibility and inventiveness
Approaches to Learning	Reflection and Interpretation	2.5.2 Generate ideas, suggestions, and/or make predictions	12b. Makes connections - 6. Draws on everyday experiences and applies this knowledge to a similar situation/ 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context	DM 37. Child takes academic and intellectual risks. DM 38. Child exhibits imagination and inventiveness in activity participation and problem solving. DM 40. Child reflects on previous experiences and uses this information to make predictions.	COG: SCI 1 Cause and effect COG: SCI 2 Inquiry through observation and investigation	

Kindergarten Entry Profile Crosswalks: Language, Literacy and Communications

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Language, Literacy and Communications	LLC 1-2 Listening and Understanding; Receptive language	Language Comprehension L1.13 Follows directions that involve two or more steps	8a. Comprehends language - 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 8b. Follows directions - 6. Follows directions of two or more steps that relate to familiar objects and experiences	DM 2. Child follows basic oral directions.	ELD 1: Comprehension of English (receptive English) LLD 1: Understanding of language (receptive) LLD 2: Follows increasingly complex instructions	IIA1: Gains meaning by listening IIA2: Follows two-or three-step directions
LLC 1-2 Listening and Understanding; Receptive language	LLC 1-2 Listening and Understanding; Receptive language	L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to	8a. Comprehends language – 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 8b. Follows directions – 6. Follows directions of two or more steps that relate to familiar objects and experiences		ELD 1: Comprehension of English (receptive English) LLD 1: Understanding of language (receptive) LLD 2: Follows increasingly complex instructions	IIA1: Gains meaning by listening IIA2: Follows two-or three-step directions

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Language, Literacy and Communications	LLC 3 – 4: Communicating and Speaking: Expressive Language	Social Conversations L2.11 Negotiates, shares, plans, and solves problems with others	<p>8a. Comprehends language - 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>9a. Uses an expanding expressive vocabulary - 6. Describes and tells the use of many familiar items</p> <p>9b. Speaks clearly - 6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>9d. Tells about another time or place - 6. Tells stories about other times and places that have a logical order and that include major details</p>	DM 2. Child follows basic oral directions.	LLD 4: Reciprocal communication and conversation	<p>IIA1: Gains meaning by listening</p> <p>IIB1: Speaks clearly enough to be understood without contextual clues</p> <p>IIB3: Uses expanded vocabulary and language for a variety of purposes</p>

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Language, Literacy and Communications	LLC 3 – 4: Communicating and Speaking: Expressive Language	Social Conversations L2.12 Asks and answers questions to seek help or get information	<p>8a. Comprehends language - 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>9a. Uses an expanding expressive vocabulary - 6. Describes and tells the use of many familiar items</p> <p>9b. Speaks clearly - 6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>9d. Tells about another time or place - 6. Tells stories about other times and places that have a logical order and that include major details</p> <p>10a. Engages in conversations - 6. Engages in conversations of at least three exchanges</p> <p>10b. Uses social rules of language - 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>		<p>ELD 1: Comprehension of English (receptive English)</p> <p>ELD 2: Self Expression in English (expressive English)</p> <p>LLD 1: Understanding of language (receptive)</p> <p>LLD 3: Communication of needs, feelings, and interests (expressive)</p> <p>LLD 4: Reciprocal communication and conversation</p>	<p>IIA1: Gains meaning by listening</p> <p>IIA2: Follows two-or three-step directions</p> <p>IIC2: Demonstrates phonological awareness</p> <p>IIB1: Speaks clearly enough to be understood without contextual clues</p> <p>IIB3: Uses expanded vocabulary and language for a variety of purposes</p>

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Language, Literacy and Communications	LLC 3 - 4: Communicating and Speaking: Expressive Language	Vocabulary and syntax L3.14 Uses sentences that express logical relationships between concepts	<p>9a. Uses an expanding expressive vocabulary - 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations</p> <p>9c. Uses conventional grammar - 6. Uses complete, four- to six-word sentences</p> <p>38. Demonstrates progress in speaking English - 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>	<p>DM 6. Child follows agreed upon rules during conversations with others.</p> <p>DM 7. Child engages in increasingly complex social conversation with others for a variety of purposes.</p>	<p>ELD 2: Self Expression in English (expressive English)</p> <p>LLD 3: Communication of needs, feelings, and interests (expressive)</p>	<p>IIB1: Speaks clearly enough to be understood without contextual clues</p> <p>IIB3: Uses expanded vocabulary and language for a variety of purposes</p>

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Language, Literacy and Communications	LLC 3 - 4: Communicating and Speaking: Expressive Language	Vocabulary and syntax L3.15 Uses increasingly specific words to name objects and their features and functions	9a. Uses an expanding expressive vocabulary - 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations 9c. Uses conventional grammar - 6. Uses complete, four- to six-word sentences 38. Demonstrates progress in speaking English - 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea	LN; LS; OS	ELD 2: Self Expression in English (expressive English) LLD 3: Communication of needs, feelings, and interests (expressive)	IIB1: Speaks clearly enough to be understood without contextual clues IIB3: Uses expanded vocabulary and language for a variety of purposes
Language, Literacy and Communications	LLC 3 - 4: Communicating and Speaking: Expressive Language	Grammar L3.16 Shares information about experiences, people, places, and things in sequence	9a. Uses an expanding expressive vocabulary - 6. Describes and tells the use of many familiar items 38. Demonstrates progress in speaking English - 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea	DM 4. Child uses age-appropriate vocabulary and syntax through verbal, gestural, or graphic forms of language. DM 5. Child uses age-appropriate grammar through verbal, gestural, or graphic forms of language.	LLD 3: Communication and use of language (expressive)	IIB1: Speaks clearly enough to be understood without contextual clues

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Language, Literacy and Communications	LLC 5-13 Emergent Reading	Motivation, engagement L4.12 Actively participates in reading activities with enjoyment and purpose	18a Interacts during read-aloud and book conversations	DM 4. Child uses age-appropriate vocabulary and syntax through verbal, gestural, or graphic forms of language. DM 5. Child uses age-appropriate grammar through verbal, gestural, or graphic forms of language.	LLD 5: Interest in literacy	IICC3: Shows appreciation and understanding of books and reading
Language, Literacy and Communications	LLC 5-13 Emergent Reading	Motivation, engagement L4.13 Retells familiar stories using the book as a guide	18c Retells stories	DM 4. Child uses age-appropriate vocabulary and syntax through verbal, gestural, or graphic forms of language. DM 5. Child uses age-appropriate grammar through verbal, gestural, or graphic forms of language.	LLD 6: Comprehension of age-appropriate text	IICC3 Shows appreciation and understanding of books and reading

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Language, Literacy and Communications	LLC 5-13 Emergent Reading	Phonological awareness L5.12 Identifies and continues sound patterns in words	<p>16b. Uses letter-sound knowledge - 3 emerging to 4. Produces the correct sounds for 10-20 letters</p> <p>15a. Notices and discriminates rhyme - 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15b. Notices and discriminates alliteration - 4. Shows awareness that some words begin the same way</p> <p>15c. Notices and discriminates smaller and smaller units of sound - 4. Hears and show awareness of separate syllables in words</p>		LLD 8: Phonological awareness	IIC2: Demonstrates phonological awareness

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Language, Literacy and Communications	LLC 5-13 Emergent Reading	Phonological awareness L5.13 Plays with the sounds in spoken language, independent of meaning	15a. Notices and discriminates rhyme - 4. Fills in the missing rhyming word; generates rhyming words spontaneously 15b. Notices and discriminates alliteration - 4. Shows awareness that some words begin the same way 15c. Notices and discriminates smaller and smaller units of sound - 4. Hears and show awareness of separate syllables in words 16b. Uses letter-sound knowledge - 3 emerging to 4. Produces the correct sounds for 10-20 letters	DM 10. Child demonstrates motivation and enthusiasm for reading and literacy activities.	LLD 8: Phonological awareness	IIC2: Demonstrates phonological awareness
Language, Literacy and Communications	LLC 5-13 Emergent Reading	Letter recognition L6.6 Recognizes how features of a letter combine to make a specific letter	16a. Identifies and names letters - 4. Recognizes as many as 10 letters, especially those in own name 17b. Uses print concepts - 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	DM 4. Child uses age-appropriate vocabulary and syntax through verbal, gestural, or graphic forms of language. DM 5. Child uses age-appropriate grammar through verbal, gestural, or graphic forms of language.	ELD 4: Symbol, letter, and print knowledge in English LLD 9: Letter and word knowledge LLD 10: Emergent writing Measure 4—ELD 4: Symbol, letter, and print knowledge in English	IIC1: Begins to develop knowledge about letters

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Language, Literacy and Communications	LLC 5-13 Emergent Reading	Letter recognition L6.7 Differentiates between letters and other symbols	16a. Identifies and names letters - 4. Recognizes as many as 10 letters, especially those in own name 17b. Uses print concepts - 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation		ELD 4: Symbol, letter, and print knowledge in English LLD 9: Letter and word knowledge LLD 10: Emergent writing Measure 4 - ELD 4: Symbol, letter, and print knowledge in English	IIC1: Begins to develop knowledge about letters
Language, Literacy and Communications	LLC 5-13 Emergent Reading	Concepts of print L7.8 Recognizes some parts of a book and conventions of print	17a. Uses and appreciates books - 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers 17b. Uses print concepts - 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	LS; OS	ELD 4: Symbol, letter, and print knowledge in English LLD 6: Letter and word knowledge LLD 7: Concepts about print	IIC1: Begins to develop knowledge about letters IIC3: Shows appreciation and understanding of books and reading IID2: Uses letter-like shapes, symbols, and letters to convey meaning

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Language, Literacy and Communications	LLC 5 - 13 Emergent Reading	<p>Concepts of print</p> <p>L7.9 Knows that English print is left to right and top to bottom</p>	<p>17b. Uses print concepts - 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> <p>17a. Uses and appreciates books - 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>		<p>ELD 4: Symbol, letter, and print knowledge in English</p> <p>LLD 7: Concepts about print</p>	<p>IIC3: Shows appreciation and understanding of books and reading</p> <p>IID2: Uses letter-like shapes, symbols, and letters to convey meaning</p> <p>IIC1: Begins to develop knowledge about letters</p>

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Language, Literacy and Communications	LLC 5-13 Emergent Reading	Concepts of print L7.10 Points to words and attempts to read, or asks, "what does it say?"	17b. Uses print concepts - 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation 17a. Uses and appreciates books - 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers 16a. Identifies and names letters - 4. Recognizes as many as 10 letters, especially those in own name	LN	ELD 4: Symbol, letter, and print knowledge in English LLD 7: Concepts about print LLD 9: Letter and word knowledge	IIC3: Shows appreciation and understanding of books and reading IID2: Uses letter-like shapes, symbols, and letters to convey meaning IIC1: Begins to develop knowledge about letters
Language, Literacy and Communications	LLC 5 - 13 Emergent Reading	Comprehension of narrative text L8.13 Predicts what will happen next in a story using words or drawings	18c. Retells stories - 4. Retells familiar stories using pictures or props as prompts	CoP	LLD 5: Interest in literacy LLD 6: Comprehension of Age-Appropriate text ELD 3: Understanding and response to English literacy activities	IIC3: Shows appreciation and understanding of books and reading IIC4 Recounts some key ideas and details from text

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Language, Literacy and Communications	LLC 5 - 13 Emergent Reading	Comprehension of narrative text L8.14 Retells a story using a variety of media, materials, and props	18a. Interacts during read-aloud and book conversations - 6. Identifies story-related problems, events, and resolutions during conversations with an adult 18c. Retells stories - 4. Retells familiar stories using pictures or props as prompts		LLD 5: Interest in literacy LLD6: Comprehension of Age-Appropriate text ELD 3: Understanding and response to English literacy activities	IIC3: Shows appreciation and understanding of books and reading IIC4: Recounts some key ideas and details from text IID1: Represents ideas and stories through pictures, dictation, and play
Language, Literacy and Communications	LLC 5-13 Emergent Reading	Comprehension of informational text L8.15 Restates and describes the concepts from the text	18a. Interacts during read-aloud and book conversations - 6. Identifies story-related problems, events, and resolutions during conversations with an adult 14a. Thinks symbolically - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas		LLD 5: Interest in literacy LLD 6: Comprehension of Age-Appropriate text ELD 3: Understanding and response to	IIC3: Shows appreciation and understanding of books and reading IIC4: Recounts some key ideas and details from text IID1: Represents ideas and stories through pictures, dictation, and play

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Language, Literacy and Communications	LLC 14 Writing	Writing Conventions L9.10 Writes own name, and words about things that interest them	14a. Thinks symbolically - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19a Writes own name 19b. Writes to convey meaning - 2. Controlled linear scribbles		LLD 10: Emergent writing	IID2: Uses letter-like shapes, symbols, and letters to convey meaning
Language, Literacy and Communications	LLC 14 Writing	Writing Conventions L9.11 Understands there are different purposes for writing, such as, stories, lists, signs, etc.	14a. Thinks symbolically - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19b. Writes to convey meaning - 2. Controlled linear scribbles 19b. Writes to convey meaning - 3. Mock letters or letter-like forms	DM 4. Child uses age-appropriate vocabulary and syntax through verbal, gestural, or graphic forms of language. DM 5. Child uses age-appropriate grammar through verbal, gestural, or graphic forms of language.	LLD 7: Concepts about print ELD 4: Symbol, letter and print knowledge in English	IID2: Uses letter-like shapes, symbols, and letters to convey meaning

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Language, Literacy and Communications	LLC 14 Writing	Writing Conventions L9.8 Uses letter-like symbols to make letters or words	14a. Thinks symbolically - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19b. Writes to convey meaning - 2. Controlled linear scribbles 19b. Writes to convey meaning - 3. Mock letters or letter-like forms	DM 4. Child uses age-appropriate vocabulary and syntax through verbal, gestural, or graphic forms of language. DM 5. Child uses age-appropriate grammar through verbal, gestural, or graphic forms of language.	LLD 10: Emergent writing	IID2: Uses letter-like shapes, symbols, and letters to convey meaning
Language, Literacy and Communications	LLC 14 Writing	Writing Conventions L9.12 Uses invented spelling	14a. Thinks symbolically - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19b. Writes to convey meaning - 5 Early invented spelling		LLD 10: Emergent writing	IID2: Uses letter-like shapes, symbols, and letters to convey meaning
Language, Literacy and Communications	LLC 14 Writing	Writing Conventions L9.9 Uses drawing to represent writing	14a. Thinks symbolically - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19b. Writes to convey meaning - 2. Controlled linear scribbles 19b. Writes to convey meaning - 3. Mock letters or letter-like forms	DM 4. Child uses age-appropriate vocabulary and syntax through verbal, gestural, or graphic forms of language.	LLD 8: Emergent writing	IID2: Uses letter-like shapes, symbols, and letters to convey meaning

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Language, Literacy and Communications	LLC 14 Writing	Writing Conventions L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories	14a. Thinks symbolically - 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19b. Writes to convey meaning - 2. Controlled linear scribbles 19b. Writes to convey meaning - 3. Mock letters or letter-like forms		LLD 8: Emergent writing	IID2: Uses letter-like shapes, symbols, and letters to convey meaning

Kindergarten Entry Profile Crosswalks: Creativity and the Arts

ECIPs Pre-K Domain	ECIPs Pre-K Component	ECIPs Pre-K Indicator	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP - SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Creativity and the Arts	Creating	4.1.1 Use a variety of media and materials for exploration and creative expression	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language		VPA 1: Visual arts VPA 2: Music VPA 3: Drama VPA 4: Dance	VIA2: Participates in creative movement, dance, and drama VIA3: Uses a variety of art materials for tactile experience and exploration
Creativity and the Arts	Creating	4.1.2 Participate in art and music experiences	33. Explores the visual arts 34. Explores musical concepts and expression		VPA 1: Visual arts VPA 2: Music	VIA1: Participates in group music experiences VIA3: Uses a variety of art materials for tactile experience and exploration
Creativity and the Arts	Creating	4.1.3 Participate in creative movement, drama, and dance	35. Explores dance and movement concepts 36. Explores drama through actions and language		VPA 3: Drama VPA 4: Dance	VIA2: Participates in creative movement, dance and drama

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Creativity and the Arts	Responding	4.2.1 Show others and/or talk about what they have made or done	33. Explores the visual arts 36. Explores drama through actions and language		SED 1: Identity of self in relation to others	VIB1: Responds to artistic creations or events
Creativity and the Arts	Responding	4.2.2 Show interest and respect for the creative work of self and others	33. Explores the visual arts 34. Explores musical concepts and expression 36. Explores drama through actions and language	DM 31. Child demonstrates willingness to use a variety of media and participate in creative expression.		VIB1: Responds to artistic creations or events
Creativity and the Arts	Responding	4.3.1 Share experiences, ideas, and thoughts about art and creative expression	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language	DM 31. Child demonstrates willingness to use a variety of media and participate in creative expression.		VIB1: Responds to artistic creations or events
Creativity and the Arts		4.3.2 Share opinions about likes and dislikes in art and creative expression		DM 31. Child demonstrates willingness to use a variety of media and participate in creative expression.		VIB1: Responds to artistic creations or events

Kindergarten Entry Profile Crosswalks: Cognitive Development

ECIPs Pre-K Domain	ECIPs Pre-K Component	ECIPs Pre-K Indicator	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP - SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Cognitive Development	Mathematical and Logical Thinking – <i>Number Concepts and Operations</i>	5.1.1.1 Demonstrate increasing interest in and awareness of numbers and counting	20a. Counts - 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object 20c. Connects numerals with their quantities - 4. Identifies numerals to 5 by name and connects each to counted objects	DM 32. Child communicates and shows interest in the creative work of self and others.	COG: MATH 2: Number sense of quantity	IIIB2: Shows beginning understanding of number and quantity
Cognitive Development	Mathematical and Logical Thinking – <i>Number Concepts and Operations</i>	5.1.1.2 Demonstrate understanding of one-to-one correspondence between objects and number	20a. Counts - 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object	DM 31. Child demonstrates willingness to use a variety of media and participate in creative expression. DM 32. Child communicates and shows interest in the creative work of self and others. DM 33. Child displays opinions and personal preferences regarding art and creative expression.	COG: MATH 2: Number sense of quantity	IIIB2: Shows beginning understanding of number and quantity

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Cognitive Development	Mathematical and Logical Thinking – <i>Number Concepts and Operations</i>	5.1.1.3 Demonstrate ability to count in sequence	20a. Counts - 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object	DM 31. Child demonstrates willingness to use a variety of media and participate in creative expression. DM 32. Child communicates and shows interest in the creative work of self and others. DM 33. Child displays opinions and personal preferences regarding art and creative expression.	COG:MATH 2: Number sense of quantity	IIIB2: Shows beginning understanding of number and quantity
Cognitive Development	Mathematical and Logical Thinking – <i>Number Concepts and Operations</i>	5.1.1.4 Demonstrate ability to state the number that comes next up to 9 or 10	20a. Counts - 6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting	Number Sequence Match Quantity	COG:MATH 2: Number sense of quantity	IIIB2: Shows beginning understanding of number and quantity
Cognitive Development	Mathematical and Logical Thinking – <i>Number Concepts and Operations</i>	5.1.1.5 Demonstrate beginning ability to combine and separate numbers of objects	20b. Quantifies - 3 emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts	Match Quantity	COG:MATH 3: Number sense of mathematical operations	IIIB2: Shows beginning understanding of number and quantity

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Cognitive Development	Mathematical and Logical Thinking – <i>Patterns and Relationships</i>	5.1.2.1 Recognize and duplicate simple patterns	23. Demonstrates knowledge of patterns - 4. Copies simple repeating patterns	Number Sequence	COG:MATH 5: Patterning	
		5.1.2.2 Sort objects into subgroups by one or two characteristics	13. Uses classification skills - 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason		COG:MATH 1: Classification	
Cognitive Development	Mathematical and Logical Thinking – <i>Patterns and Relationships</i>	5.1.2.3 Order or sequence several objects on the basis of one characteristic	22. Compares and measures - 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers	DM 14. Child demonstrates understanding of patterns and relationships between objects.		
Cognitive Development	Mathematical and Logical Thinking – <i>Patterns and Relationships</i>	5.1.3.1 Identify and name common shapes	21b. Understands shapes - 4. Identifies a few basic shapes (circle, square, triangle)	DM 14. Child demonstrates understanding of patterns and relationships between objects.	COG:MATH 6: Shapes	IIIF2: Begins to recognize and describe the attributes of shapes

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Cognitive Development	Mathematical and Logical Thinking – <i>Spatial Relationships/Geometry</i>	5.1.3.2 Use words that show understanding of order and position of objects	21a. Understands spatial relationships - 6. Uses and responds appropriately to positional words indicating location, directions, and distance	DM 14. Child demonstrates understanding of patterns and relationships between objects. DM 12. Child recognizes shapes and compares multiple objects in regards to spatial relationships and measureable characteristics.	COG:MATH 2: Number sense of quantity	IIIF1: Shows understanding of and uses several positional words
Cognitive Development	Mathematical and Logical Thinking – <i>Measurement</i>	5.1.4.1 Recognize objects can be measured by height, length, weight, and time	22. Compares and measures - 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers	DM 12. Child recognizes shapes and compares multiple objects in regards to spatial relationships and measureable characteristics.	COG:MATH 4: Measurement	

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Cognitive Development	Mathematical and Logical Thinking - <i>Measurement</i>	5.1.4.2 Make comparisons between at least two groups of objects	22. Compares and measures - 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers	DM 14. Child demonstrates understanding of patterns and relationships between objects. DM 12. Child recognizes shapes and compares multiple objects in regards to spatial measureable characteristics. Number Sequence	COG:MATH 1: Classification COG:SCI 2: Inquiry through observation and investigation	
Cognitive Development	Mathematical and Logical Thinking - <i>Measurement</i>	5.1.5.1 Use simple strategies to solve mathematical problems	20b. Quantifies - 6. Makes sets of 6-10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many	DM 14. Child demonstrates understanding of patterns and relationships between objects. DM 12. Child recognizes shapes and compares multiple objects in regards to spatial measureable characteristics.	COG: MATH 3: Number sense of math operations	IIIA1: Begins to make sense of problems and uses simple strategies to solve them

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Cognitive Development	Scientific Thinking and Problem - Solving - <i>Observing</i>	5.2.1.1 Use senses to explore materials and the environment	24. Uses scientific inquiry skills	DM 14. Child demonstrates understanding of patterns and relationships between objects. DM 12. Child recognizes shapes and compares multiple objects in regards to spatial measureable characteristics.	COG:SCI 2: Inquiry through observation and investigation	
Cognitive Development	Scientific Thinking and Problem - Solving - <i>Observing</i>	5.2.1.2 Identify and/or describe objects by physical characteristics	26. Demonstrates knowledge of the physical properties of objects and materials	DM 16. Child effectively uses concrete and abstract strategies to solve mathematical problems.	COG:MATH 1: Classification COG:SCI 3: Documentation and communication of inquiry	

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Cognitive Development	Scientific Thinking and Problem-Solving – <i>Questioning</i>	5.2.2.1 Express wonder about the natural world	27. Demonstrates knowledge of Earth's environment	DM 36. Child demonstrates curiosity and initiative. DM 38. Child exhibits imagination and inventiveness in activity participation and problem solving.	COG:SCI 4: Knowledge of the natural world	
Cognitive Development	Scientific Thinking and Problem - Solving - <i>Questioning</i>	5.2.2.2 Ask questions and seek answers through active exploration	24. Uses scientific inquiry skills	DM 14. Child demonstrates understanding of patterns and relationships between objects. DM 13. Child recognizes share and compares multiple objects in regards to spatial relationships and measurable characteristics.	COG:SCI 2: Inquiry through observation and investigation COG:SCI 3: Documentation and communication of inquiry	
Cognitive Development	Scientific Thinking and Problem - Solving - <i>Questioning</i>	5.2.2.3 Make predictions about objects and natural events	24. Uses scientific inquiry skills		COG:SCI 2: Inquiry through observation and investigation	

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Cognitive Development	Scientific Thinking and Problem-Solving – <i>Investigating</i>	5.2.3.1 Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment	28. Uses tools and other technology to perform tasks	DM 19. Child engages in active problem solving to complete tasks. DM 20. Child takes a scientific approach to the evaluation and completion of tasks.	COG:SCI 2: Inquiry through observation and investigation	
		5.2.3.2 Make comparisons between objects that have been collected or observed	24. Uses scientific inquiry skills	DM 19. Child engages in active problem solving to complete tasks. DM 20. Child takes a scientific approach to the evaluation and completion of tasks.	COG:SCI 2: Inquiry through observation and investigation	
	Social Systems Understanding – <i>Human Relationships</i>	5.3.1.1 Recognize and appreciate similarities and differences between self and others from diverse backgrounds	30. Shows basic understanding of people and how they live		SED 1: Identity of self in relation to others	
		5.3.1.2 Understand various family roles, jobs, rules, and relationships	30. Shows basic understanding of people and how they live	DM 13. Child recognizes share and compares multiple objects in regards to spatial relationships and measurable characteristics.	SED 1: Identity of self in relation to others SED 5: Symbolic an socio dramatic play	

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Cognitive Development	Social Systems Understanding – <i>Human Relationships</i>	5.3.1.3 Participate in activities to help others in the community	3a. Balances needs and rights of self and others - 6. Initiates the sharing of materials in the classroom and outdoors 30. Shows basic understanding of people and how they live	DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others. DM 23. Child understands and appreciates his/her uniqueness in one's family, community, culture and the world.	SED 2: Social and emotional understanding	
Cognitive Development	Social Systems Understanding – <i>Understanding the World</i>	5.3.2.1 Recognize and describe the roles of workers in the community	30. Shows basic understanding of people and how they live	DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others.	HSS 3: Ecology	

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Cognitive Development	Social Systems Understanding <i>Understanding the World</i>	5.3.2.2 Share responsibility in taking care of their environment		DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others. DM 22. Child demonstrates an understanding of the reciprocal relationship between the individual and the environment.	ATL-REG 4: Shared use of space and materials HSS 5: Responsible conduct as a group member	
Cognitive Development	Social Systems Understanding <i>Understanding the World</i>	5.3.2.3 Begin to recall recent and past events	12a. Recognizes and recalls - 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 31. Explores change related to familiar people or places	DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others. DM 22. Child demonstrates an understanding of the reciprocal relationship between the individual and the environment.	HSS 1: Sense of time	

ECIPs Pre - K Domain	ECIPs Pre-K Component	ECIPs Pre-K Indicator	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP - SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Cognitive Development	Social Systems Understanding <i>Understanding the World</i>	5.3.2.4 Identify characteristics of the places where they live and play within their community	32. Demonstrates simple geographical knowledge	DM 21. Child demonstrates appreciation and understanding of human relationships at multiple levels (e.g., classroom, school, family, and community); considers how he/she can help others. DM 22. Child demonstrates an understanding of the reciprocal relationship between the individual and the environment.	HSS 2: Sense of place HSS 3: Ecology	
Cognitive Development	Social Systems Understanding <i>Understanding the World</i>	5.3.2.5 Begin to understand the uses of media and technology and how they affect their lives	28. Uses tools and other technology to perform tasks		COG:SCI 2: Inquiry through observation and investigation	

Kindergarten Entry Profile Crosswalks: Physical and Motor Development

ECIPs Pre-K Domain	ECIPs Pre-K Component	ECIPs Pre-K Indicator	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP - SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Physical and Motor Development	Gross Motor Development	6.1.1 Develop large muscle control and coordination	<p>4. Demonstrates traveling skills - 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills - 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills - 6. Manipulates balls or similar objects with flexible body movements</p>			VIIA2: Coordinates combined movement patterns to perform simple tasks
Physical and Motor Development	Gross Motor Development	6.1.2 Develop body strength, balance, flexibility, and stamina	<p>4. Demonstrates traveling skills - 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills - 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills - 6. Manipulates balls or similar objects with flexible body movements</p>	DM 42. Child displays gross motor development.		VIIA2: Coordinates combined movement patterns to perform simple tasks

ECIPs Pre - K Domain	ECIPs Pre-K Component	ECIPs Pre-K Indicator	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP - SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Physical and Motor Development	Gross Motor Development	6.1.3 Use a variety of equipment for physical development	4. Demonstrates traveling skills - 6. Moves purposefully from place to place with control 6. Demonstrates gross-motor manipulative skills - 6. Manipulates balls or similar objects with flexible body movements	DM 42. Child displays gross motor development.	HLTH 3: Active physical play	VIIA2: Coordinates combined movement patterns to perform simple tasks
Physical and Motor Development	Gross Motor Development	6.1.4 Develop ability to move their body in space with coordination	4. Demonstrates traveling skills - 8. Coordinates complex movements in play and games	DM 42. Child displays gross motor development.		VIIA2: Coordinates combined movement patterns to perform simple tasks
Physical and Motor Development	Gross Motor Development	6.2.1 Develop small muscle control and coordination	7a. Uses fingers and hands - 6. Uses refined wrist and finger movements 7b. Uses writing and drawing tools - 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	DM 42. Child displays gross motor development.		VIIB2: Uses eye-hand coordination to perform tasks

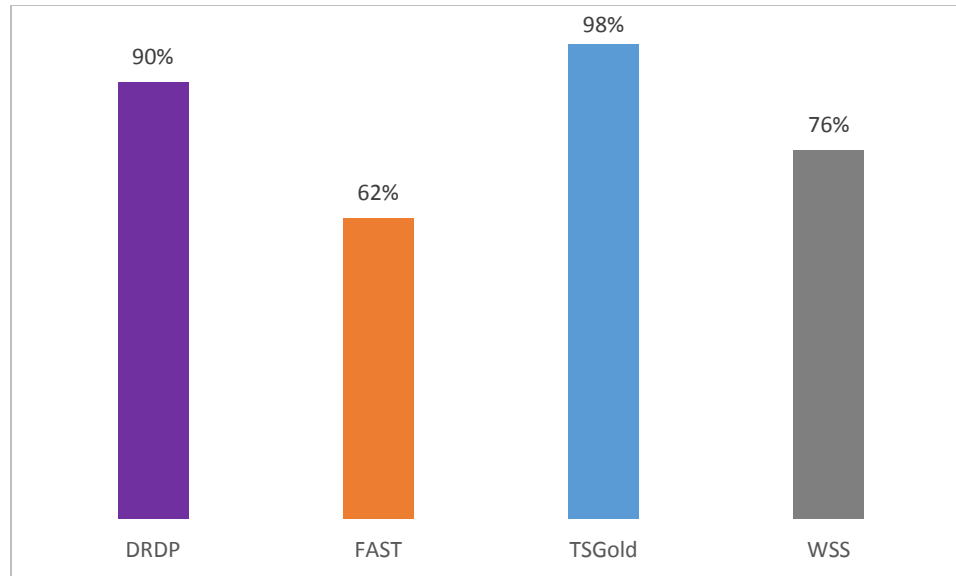
ECIPs Pre-K Domain	ECIPs Pre-K Component	ECIPs Pre-K Indicator	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP - SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Physical and Motor Development	Fine Motor Development	6.2.2 Use hand-eye coordination to perform a variety of tasks	7a. Uses fingers and hands - 6. Uses refined wrist and finger movements 7b. Uses writing and drawing tools - 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	DM 45. Child displays fine motor development.		VIIIB2: Uses eye-hand coordination to perform tasks
Physical and Motor Development	Fine Motor Development	6.2.3 Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)	7b. Uses writing and drawing tools - 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	DM 45. Child displays fine motor development.		VIIIB2: Uses eye-hand coordination to perform tasks
Physical and Motor Development	Fine Motor Development	6.3.1 Participate in a variety of physical activities to enhance personal health and physical fitness	4. Demonstrates traveling skills - 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills - 6. Sustains balance during simple movement experiences 6. Demonstrates gross-motor manipulative skills - 6. Manipulates balls or similar objects with flexible body movements		HLTH 3: Active physical play	VIA2: Participates in creative movement, dance, and drama VIIA2: Coordinates combined movement patterns to perform simple tasks

ECIPs Pre-K Domain	ECIPs Pre-K Component	ECIPs Pre-K Indicator	TS-GOLD: Pre-K Intersecting Indicator(s)	FAST Intersecting Indicator(s)	DRDP - SR Intersecting Indicator(s)	Work Sampling: MN - Checklist Intersecting Indicator(s)
Physical and Motor Development	Physical Health and Well-being	6.3.2 Follow basic health and safety rules	1b. Follows limits and expectations - 6. Manages classroom rules, routines, and transitions with occasional reminders	DM 47. Child demonstrates understanding of physical health and well-being; exhibits behaviors consistent with this understanding.	HLTH 1: Safety HSS 5: Responsible conduct as a group member	IB1: Follows simple classroom rules and routines
Physical and Motor Development	Physical Health and Well-being	6.3.3 Recognize and eat a variety of nutritious foods	1c. Takes care of own needs appropriately - 8. Takes responsibility for own well-being	DM 47. Child demonstrates understanding of physical health and well-being; exhibits behaviors consistent with this understanding.	HLTH 4: Nutrition HLTH 5: Knowledge of wellness	VIIC1: Performs some self-care tasks independently
Physical and Motor Development	Physical Health and Well-being	6.3.4 Demonstrate increasing independence with basic self-care skills	1c. Takes care of own needs appropriately - 7 emerging to 8. Takes responsibility for own well-being	DM 47. Child demonstrates understanding of physical health and well-being; exhibits behaviors consistent with this understanding.	HLTH 2: Personal care routines HLTH 5: Knowledge of wellness	VIIC1: Performs some self-care tasks independently

Appendix A

The first question asks, *how do we know that the tools measure what we need?* The first phase in the study revision process was designed to test the alignment of kindergarten entry assessment measures to the state's Early Childhood Indicators of Progress and the Minnesota Academic Standards: Kindergarten. Each tool was tested for its alignment to the standards as well as the depth in which each tool related to standard domains. Figure 1 illustrates overall coverage by tool to the Early Childhood Indicators of Progress (ECIPs) benchmarks. The Teaching Strategies GOLD tool covered the most indicators with 98 percent coverage followed by the Desired Results Developmental Profile tool (90 percent). Table 1 illustrates the tool coverage by standard and individual benchmark to the ECIPs. Further information on the phase one pilot process can be found in the final KEP report, [Empirical Alignment of Assessments to Standards: A New Direction for Kindergarten Entry](#).

Figure 1. Demonstrates overall tool coverage to the ECIPs.



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Table 1. KEP tool coverage by assessment domain and component.

Domain	Component	No. of Standards	DRDP Coverage	FAST Coverage	TS GOLD Coverage	WSS MN Coverage
Social and Emotional Development	Social and Emotional Development					
	Self and Emotional Awareness	5	100%	80%	100%	60%
	Self-Management	8	100%	100%	100%	100%
	Social Understanding and Relationships	6	100%	67%	100%	100%
Approaches to Learning						
	Curiosity	2	100%	100%	100%	100%
	Risk-Taking	2	100%	100%	100%	100%
	Imagination and Invention	3	100%	100%	100%	100%
	Persistence	3	100%	67%	100%	100%
	Reflection and Interpretation	2	50%	100%	100%	50%
Language, Literacy, and Communications						
	Listening and Understanding: Receptive Language	2	100%	100%	100%	100%
	Communicating and Speaking: Expressive Language	5	100%	100%	100%	100%
	Emergent Reading	12	100%	75%	100%	100%
	Writing	6	100%	13%	100%	100%
Creativity and the Arts						
	Creating	3	100%	100%	100%	100%
	Responding	2	50%	100%	100%	100%
	Evaluating	2	0%	100%	50%	100%
Cognitive Development						
	Mathematical and Logical Thinking - Number Concepts & Operations	5	100%	80%	100%	100%
Cognitive Development	Mathematical and Logical Thinking - Patterns & Relationships	3	100%	100%	100%	0%
	Mathematical and Logical Thinking - Spatial Relationships/Geometry	2	100%	100%	100%	0%
	Mathematical and Logical Thinking - Measurement	2	100%	100%	100%	0%
	Mathematical and Logical Thinking - Mathematical Reasoning	1	100%	100%	100%	100%
	Scientific Thinking and Problem Solving - Observing	2	100%	100%	100%	0%
	Scientific Thinking and Problem Solving - Questioning	3	100%	67%	100%	0%
	Scientific Thinking and Problem Solving - Investigating	2	100%	0%	100%	0%
	Social Systems Understanding - Human Relationships	3	100%	100%	100%	0%
	Social Systems Understanding - Understanding the World	5	100%	40%	80%	0%
Physical and Motor Development						
	Gross Motor Development	4	25%	0%	100%	100%
	Fine Motor Development	3	0%	67%	100%	100%
	Physical Health and Well-Being	4	100%	100%	100%	100%

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Appendix B

The second phase in the alignment process examined relative difficulty of the tools to the standards. The purpose of this analysis was twofold; (a) to ensure assessment items were relatively more difficult than the standards and (b) to inform future standard-setting efforts. As a result, districts can determine the relative difficulty of each instrument to help inform decisions from administrators and teachers for which to use. Graph 2 illustrates the overall pattern in relative difficulty for each assessment across all domains. Generally, the DRDP was the hardest assessment and measured the widest range of abilities. The WSS was one of the easier assessments, though the GOLD was also relatively easy in most domains. The FAST tended to be more in the middle for difficulty with a shorter range of abilities measured than the other three assessments.

Graph 2. Demonstrates relative difficulty of tools to the standards.

